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## ABSTRACT

Descriptions of 80 programs of drug prevention and intervention efforts in 9 states and Pacific territories are grouped into categories. The states and territories are: American Samoa, Alaska, California, Guam, Hawaii, Idaho, Montana, Nevada, Northern Mariana Islands, Oregon, Republic of Palau, Washington, and Wyoming. Each section contains an introduction and a list of programs grouped by state. First, peer programs describe prevention efforts that utilize peer influences in a positive way. Second, student assistance programs include support groups and a year-round program for pregnant and parenting students. Third, community partnerships describe circumstances where school/community partnerships collaborate with agencies and organizations. Fourth, parent programs (family support) use various approaches to encourage parent and family participation. Fifth, comprehensive programs have clear and consistent policies that provide for helping students. This section also includes the 10 programs from this region selected for the 1991-92 Drug-Free School Recognition Programs. Sixth, institutes of higher education are working with prevention task forces and student advisory boards. The seventh section describes county and state initiatives. Examples of district-produced curriculum are provided in the eighth section. Finally, the ninth section describes special events and annual practices that strengthen community and school bonds. Each program summary states its title, who to contact, the intended audience, an overview, and the components, including program description, community alliances, successful indicators, obstacles, and the key to success. (MLF)

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**Western Regional Center**  
DRUG-FREE SCHOOLS AND COMMUNITIES

# SHARING YOUR SUCCESS II



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**Summaries of Successful Programs and Strategies  
Supporting Drug-Free Schools and Communities**

## Volume II

American Samoa Alaska California Guam Hawaii Idaho Montana Nevada  
Northern Mariana Islands Oregon Republic of Palau Washington Wyoming



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# **SHARING YOUR SUCCESS II**

**Summaries of Successful Programs and Strategies  
Supporting Drug-Free Schools and Communities**

Compiled and Edited  
by  
**Vicki Ertle**

**Northwest Regional Educational Laboratory  
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**Volume II  
September 1992**

## DIRECTOR'S NOTE

Once again we at the Western Regional Center are pleased to share the hard work of hundreds of people like yourselves who are working in our schools and communities to promote drug-free environments. ***Sharing Your Success, Volume II*** follows the format of the first edition published in 1991 and continues to be a publication *by* you and *for* you.

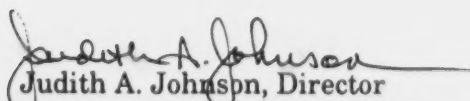
The summaries that follow offer the ideas, experience, and unique strategies of youth and adults throughout our vast and varied Western Region. These descriptions will tell you about Native Alaskan youth who videotape their elders to learn what village life was like before the introduction of alcohol, and you will read about schools where Grandparent's Support Groups are held to help senior citizens cope with raising *two* generations of children.

Collectively, these eighty programs represent schools and communities that are large and small, students and adults of many races and ethnicities, community task forces just beginning to define the word "collaboration," and many others who are convinced their momentum will continue for years to come. This publication will also tell you about state and local initiatives providing funding and technical assistance for your efforts.

We did not "evaluate" programs for inclusion in this book. We defined "successful" as something that "worked well" and "made a difference" in your community, your neighborhood, and for your schools and your families. We know we have not yet heard from many of you. If your school or your community is not represented in these pages, please use the recommendation form provided at the end.

The materials in this document were collected and summarized by Vicki Ertle of NWREL with regional assistance from Jill English of SWRL, Sharon Sterling of FWL, and Harvey Lee, who serves Hawaii and the Pacific region. General editing assistance was provided by Kathy Laws. Evelyn Lockhart and Debbie Miller managed the correspondence, and Marjorie Wolfe was responsible for the design and format.

We would have had little information to share, however, if it had not been for all of you who sent us recommendation forms, articles, and told us about your programs or others in your state. Thank you again for sharing your important work with us and with your colleagues across our nine-state area. We hope ***Sharing Your Success*** continues to be an *idea and source* book that encourages and facilitates networking among you all.



Judith A. Johnson, Director

Western Regional Center for Drug-Free Schools and Communities

## OVERVIEW

***Sharing Your Success II*** contains descriptions of prevention and intervention efforts in nine states and Pacific territories. The programs are grouped into categories. Each section contains an introduction and a list of programs grouped by state.

- Section 1:    **Peer Programs/Youth Programs**
- Section 2:    **Student Assistance Programs**
- Section 3:    **Community Partnerships**
- Section 4:    **Parent Programs/Family Support**
- Section 5:    **Comprehensive Programs**  
                  U.S. Department of Education  
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- Section 6:    **Institutes of Higher Education**
- Section 7:    **County, State Initiatives**
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## INTRODUCTION

In gathering information about the summaries that follow, we asked Western Regional Center staff, Center Advisory Board members, prevention and intervention practitioners and specialists in our nine-state area to help us identify successful efforts. We requested information about programs operating in a wide variety of settings: preschools, elementary through high schools, colleges and universities, and community settings.

The majority of programs we describe in *Sharing Your Success* are school based. Those that are not have demonstrated linkages with local and state educational and governmental agencies. The community partnerships we summarize have established relationships with schools and are viewed as true *partners in prevention*.

The summaries have been grouped by category. This was a challenging process. When programs become more comprehensive in services, they tend to fall into numerous classifications.

## GLOSSARY OF ACRONYMS

Acronyms are used frequently in the alcohol and other drug prevention field. The following list includes those acronyms used in *Sharing Your Success II*:

|           |                                                                                                                                                                 |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| AA        | Alcoholics Anonymous                                                                                                                                            |
| ADP       | Department of Alcohol and Drug Programs (California)                                                                                                            |
| AIDS      | Acquired Immunodeficiency Syndrome                                                                                                                              |
| AOD       | Alcohol and Other Drugs                                                                                                                                         |
| CADPE     | California Alcohol Drug Prevention Education                                                                                                                    |
| CORE Team | Part of a school-based Student Assistance Program; usually comprised of teachers, administrators, counselors, support staff, and other trained school personnel |
| CSD       | Children's Services Division                                                                                                                                    |
| D.A.R.E.  | Drug Abuse Resistance Education                                                                                                                                 |
| DATE      | Drug, Alcohol and Tobacco Education                                                                                                                             |
| DFSC      | Drug-Free Schools and Communities                                                                                                                               |
| FIPSE     | Fund for Improvement of Post-Secondary Education                                                                                                                |
| GAO       | Government Accounting Office                                                                                                                                    |
| HIV/STD   | Human Immunodeficiency Virus/Sexually Transmitted Disease                                                                                                       |
| JTPA      | Job Training Partnership Act                                                                                                                                    |
| LEAA      | Law Enforcement Assistance Administration                                                                                                                       |
| OCJP      | Office of Criminal Justice Planning                                                                                                                             |
| NIDA      | National Institute on Drug Abuse                                                                                                                                |
| OSAP      | Office of Substance Abuse Prevention                                                                                                                            |
| PTA       | Parent Teacher Association                                                                                                                                      |
| REACH     | Responsible Educated Adolescents Can Help                                                                                                                       |
| SAP       | Student Assistance Program                                                                                                                                      |
| SARB      | Student Attendance Review Board                                                                                                                                 |
| TAOD      | Tobacco, Alcohol and Other Drugs                                                                                                                                |

Section 1:  
**Peer Programs/Youth Programs**



## PEER PROGRAMS/YOUTH PROGRAMS

As prevention efforts expand beyond curriculum, a logical progression has been the creation of more opportunities for youth and peer programs. These programs include youth leadership opportunities, cross-age teaching, peer helping, peer mentoring, and youth clubs. All are prevention efforts that utilize peer influences in a positive way to promote non-use and to model prosocial behavior. Some schools call this "peer power" instead of "peer pressure."

The following summaries describe a wide variety of programs. They include youth drama, teen coalitions, Scouting programs and a student-developed "mini-United Nations" designed to celebrate cultural diversity. Especially at the middle and high school level, schools and communities are discovering that peer and youth programs are critical components to long-range prevention strategies.

## A powerful play extends beyond a community of 1,000

**PROGRAM:** Elizabeth Peratrovich Players  
Youth Advocate Project

**CONTACT:** Leilani Peters  
Youth Advocate Project  
P.O. Box 360  
Hoonah, Alaska 99829  
(907) 945-3445

**AUDIENCE:** Students grades six through 12

**OVERVIEW:** *Hoonah is located on Chichagof Island and is the largest Tlingit community in Southeast Alaska. Community members say Hoonah is famous for "fishing, the Hoonah Mt. Fairweather Dancers, and our volunteerism." One such example of networking is the Youth Advocate Project (YAP), funded primarily through a suicide intervention and prevention grant from Alaska Health and Human Services. YAP is a teen coalition with strong adult support that provides a wide variety of programs and activities for the 262 students in the Hoonah City School District.*

*The Elizabeth Peratrovich Players are a significant part of YAP. The group has traveled throughout the state with a presentation honoring Alaska's landmark anti-discrimination bill of 1945. The youth recently performed before the Alaska State Legislature.*

**COMPONENTS:** **Program Description:** The 1991 National Tribal Employment Rights Office (TERO) convention and youth symposium was the site of the first production by the **Elizabeth Peratrovich Players**. In the play, 27 Hoonah youth portray the story of Elizabeth Peratrovich, who as Grand President of Alaska Native Sisterhood, led the fight for equal rights for Native Alaskans. The play comes to a conclusion with the passage of the 1945 Anti-Discrimination Bill.

As a result of this performance, the group has received requests for presentations from numerous Native Alaskan

groups, the State Legislature, and various media organizations. The success has also led to the formation of the Hoonah Performing Arts Youth Council which hopes to research and develop additional plays about other native leaders.

The **Elizabeth Peratrovich Players** have received over \$3,000 in donations that they use to support the production and to fund additional Youth Advocate Projects.

YAP members must adhere to a strict "Student Code of Conduct" that prohibits tobacco, alcohol or other drug use, "rough housing," and the use of profanity at their teen center and at all YAP events. YAP sponsors a variety of recreational and civic activities. These include an annual basketball tournament, regional youth conferences, community forums, "City Clean-Up Day," and Spirit Camp.

The teens meet frequently with community officials to facilitate adult and youth discussions on critical issues facing their city. YAP also sponsored a "family role model" poster contest with the slogan, "Stopping Teenage Drug Abuse Will Take Two Generations."

**Community Alliances:** The Youth Advocate Project networks with eight surrounding communities and 26 different agencies. All YAP projects, conferences, and activities are supported through donations.



**Key to Success:** Community members state that the recognition the **Elizabeth Peratrovich Players** have brought to the Youth Advocate Project have empowered the students to confidently take their message beyond Hoonah. The Tlingit and Haida Alaskans recognize Elizabeth Peratrovich as a key civil rights leader. Hoonah youth propose to ask state legislatures to support a bill to authorize an "Elizabeth Peratrovich Day."

According to the Youth Advocate Project director, Leilani Peters, this sense of empowerment and enhanced self-esteem has been extended to all community members, not just the performing youth.

## "Stayin' Alive" on Friday and Saturday nights

**PROGRAM:** Sacramento Friday Night Live and Club Live

**CONTACT:** Patrick Barr, Program Manager  
Sacramento Friday Night Live Program  
9738 Lincoln Village Drive  
Sacramento, California 95827  
(916) 366-4415

**AUDIENCE:** Middle and high school students

**OVERVIEW:** Developed in 1984 by the California State Department of Alcohol and Drug Programs (ADP), **Sacramento Friday Night Live** is one of 45 counties in California to use this youth prevention program. **Club Live** is a new program for middle school students and operates in 11 Sacramento County schools. Both programs are designed to prevent alcohol and other drug problems among teens.

**COMPONENTS:** **Planning:** An informal assessment conducted by the Sacramento County Office of Education and local school districts indicated a need for a student-centered teenage alcohol and other drug prevention program. **Friday Night Live (FNL)** began in May 1984 and **Club Live** began in February 1991. Funds come from a variety of school, federal, state, and private sources. There are 275 chartered **Friday Night Live** chapters in California. Other states are successfully using the model.

**Program Description:** Sacramento Friday Night Live offers a variety of programs and activities that include: (1) **Assembly Programs:** fast-paced multi-image slide shows begin the assemblies hosted by teens who relate personal experiences concerning alcohol and other drugs and invite students to sign sober and drug-free pledges; (2) **Chapter Meetings:** students meet to spread the FNL message and to plan social activities such as sober dances and movie nights; (3) **Community Action:** FNL members plan awareness campaigns and rallies; (4) **Leadership Conferences:** annual teen conferences help build self-esteem and leadership skills; (5) **Safe Rides:** a training program for teens to learn to pick up other teens in dangerous driving situations on

weekend nights; (6) *Parent Education Program* serving approximately 3,500 parents through a drivers' training program; (7) *Advisor Conferences* that train faculty advisors twice a year in prevention strategies; and (8) *Classroom Activities* where students present lessons about and ideas for alternatives to alcohol and other drug use.

**Club Live** consists of assemblies, community action activities, and leadership conferences developed specifically for pre- and young teen middle school students.

Faculty advisors for each program receive yearly training. A California state **FNL** office provides technical support, seed money, promotional and educational items, and coordinates state conferences.

**Community Alliances:** **Sacramento Friday Night Live** is supported by the following community members: local businesses who provide member discounts and donations; law enforcement officers who share stories about alcohol/drug related accidents involving teens; media representatives who cover community events; and PTA and parent groups who contribute financial support.

**Success Indicators:** California Highway Patrol statistics for the past eight years show a decrease in alcohol-related teen accidents.



**Key to Success:** **FNL** builds relationships with students and asks for their input into program activities. With adult guidance, the program is designed to help students aid and influence other students. Materials are provided to those wishing to replicate the model.



## Students helping students (and themselves)

**PROGRAM:** Peer Resource Programs

**CONTACT:** Ira Sachnoff, Director  
San Francisco Peer Resources  
1512 Golden Gate Avenue  
San Francisco, California 94115  
(415) 346-9515

**AUDIENCE:** Elementary, middle and high school students

**OVERVIEW:** *Central to the philosophy of **Peer Resource Programs** is the belief that everyone has something valuable to offer and that students can serve as resources for one another. Through comprehensive training and adult support and supervision, students act as advocates, educators, and counselors for their peers. **Peer Resources** is the umbrella organization for more than 20 peer helping programs operating in San Francisco Unified School District schools. Each program is designed to meet the specific needs and talents of students at that school.*

**COMPONENTS:** **Planning:** A 1979 needs assessment survey of staff and students at one San Francisco high school highlighted two key findings: the ratio of students to counselors was 400:1, and students turned to other students when they had problems and concerns. The **Peer Resources Program** began designing and implementing peer programs in 1980. Recently, joint funding from the San Francisco Unified Schools and the San Francisco Education Fund have allowed the program to expand to over 1,000 students trained and over 18,000 students served per year.

**Program Description:** There are seven peer helping program approaches used by **Peer Resources**:

1. **Peer Education:** **Peer Resource** students design and deliver class presentations in topics such as substance abuse, child abuse, decision making, racism, truancy, suicide, and AIDs;
2. **Tutoring:** elementary, middle, and high school peer tutors work before and after school and during lunch. Many receive elective credit;

3. **Conflict Mediation: Peer Resources** train students to reduce school violence by acting as conflict managers who work in teams using negotiation and compromise skills;
4. **Buddy Connection:** to ease the transition to a new school, older volunteers are matched with incoming freshmen or transfer students. This has been used frequently with newly arrived immigrant students;
5. **Peer Counseling:** after training and with adult supervision, peer helpers act as "sounding boards" giving students support and information;
6. **Peer Connection:** older students lead small groups and one-to-one discussions with younger students on a variety of topics; and
7. **Support Groups:** led or co-led by peer helpers trained in facilitation skills and group team building, these groups range from children of alcoholics and women only, to ninth graders, smokers, and friends/family of crack users.

**Peer Resource Programs** employ 16 full-time project coordinators to build and maintain peer helping programs at individual schools. These coordinators provide comprehensive peer helper training for students, appropriate supervision, and a variety of services reflecting the skills and needs of their student body. Coordinators attend a three-day training of trainers workshop, annual retreats, and follow-up training.

**Community Alliances:** Besides providing funding, public and private agencies help develop projects where staff members work with students on specific presentations.

**Success Indicators:** The program is currently developing an evaluation component to help demonstrate what they see as increasing demand and need for peer helping programs.



**Key to Success:** Ira Sachnoff, program director, believes peer helping programs are easy to replicate. What makes his program unique, he believes, are the 16 full-time coordinators who have helped create multi-faceted programs. Sachnoff states, "While full peer resource centers require adequate funding, schools everywhere can implement pieces of our program."



## Empowering youth to lead the way

**PROGRAM:** **PAYADA -Parents and Youth Against Drug Abuse, Youth to Youth**

**CONTACT:** Minnie Inzer, Director  
PAYADA Youth to Youth  
P.O. Box 500  
Boise, Idaho 83701  
(208) 345-2602

**AUDIENCE:** Junior and senior high school students

**OVERVIEW:** *Based in Boise, Idaho PAYADA invites and encourages participation with neighboring cities and states. Linked to the international, non-profit Youth to Youth prevention/education program, PAYADA provides youth with training, recreational activities, weekly meetings, and a series of conferences all designed to promote positive peer support for remaining alcohol and drug free. Yearly drug awareness classes are also available to parents and youth. PAYADA emphasizes adults and teens working together in an action-oriented program.*

**COMPONENTS:** **Planning:** PAYADA began in 1982 by a member of the Boise Police Department. From 1982 to 1987, the program consisted of four alcohol and other drug informational sessions presented by representatives from law enforcement and community agencies. The 22-member Board of Directors felt the need to expand the focus to establish a direct youth program. In 1987 PAYADA introduced Youth to Youth International to Idaho.

**Program Description:** In addition to the free four-week informational series for families, PAYADA offers the following: (1) weekly teen support group meetings for any teens wanting to live alcohol and drug free; (2) weekend conferences for students and adult volunteers; (3) annual training for youth speakers, and youth and adult co-facilitators; and (4) an annual five-day summer conference for teens and adults.

Conferences and trainings offer leadership and public speaking skills, strategies for facilitating support meetings, and a series of fun activities designed to promote team building, positive peer support, and friendships. The emphasis is on helping teens grow personally and as leaders and also empowering them to positively change their environment. All teen activities have adult sponsors to help as necessary.

**Community Alliances:** PAYADA is an active member in the Treasure Valley Drug/Alcohol Coalition and participates on school planning teams and committees. The program is also supported by the Boise Mayor's Community Drug Task Force, a long-term community prevention plan.

**Success Indicators:** Written evaluations are collected for every conference. Coordinator Minnie Inzer has seen increased demand for conferences (they now must turn participants away) and has gathered numerous reports from schools, treatment agencies, and families all describing "valuable growth and life changing choices in youth."

**Obstacles:** Inzer reports that sometimes the public-at-large "labels" those who participate, but states, "This improves as more educators and professionals in the community become involved."



**Key to Success:** PAYADA trains parents and teachers along with youth leaders to facilitate and replicate activities at local sites. Coordinator Inzer believes this caring support "empowers youth to make a difference in their world. The teen energy when youth are 'in charge' is electrifying."

## Letting the kids set the course

**PROGRAM:** Statewide Yes to Youth

**CONTACT:** Julie Abarzua, Project Coordinator  
Las Vegas YMCA  
4141 Meadows Lane  
Las Vegas, Nevada 89107  
(702) 877-9622

**AUDIENCE:** Youth between third and 12th grades

**OVERVIEW:** *Yes to Youth promotes youth as leaders in alcohol and other drug prevention efforts in their individual schools and communities. Youth are responsible for planning, organizing and implementing programs and activities that are popular and appealing to kids. These vary from school clubs, conferences, quarterly community dances and rallies, to mentoring and family support services. Appreciation for economic and cultural diversity is stressed as well as responsibility to self and community. The Nevada State Bureau of Alcohol and Drug Abuse (BADA) funds the annual Statewide Yes to Youth Conference.*

**COMPONENTS:** ***Program Description:** Yes to Youth began at the Las Vegas YMCA in 1989. Youth involvement and leadership are key components. The program philosophy stresses constructive use of leisure time, personal wellness, meaningful relationships with others, responsibility to self and community, and appreciation of cultural diversity. Programs and activities focus on specific areas of needs in each community. In the Las Vegas area, programs include:*

- 1. **Leaders Club:** For third through sixth graders, based at schools and housing sites. Youth conduct weekly meetings, community service projects and educational workshops. Participants earn opportunities to take part in YMCA sports and recreational activities.*
- 2. **Youth to Youth Club:** For seventh through twelfth graders based at YMCA. Weekly meetings plan the annual state conference, quarterly dances/rallies, and community service projects.*

3. **Youth Conferences:** For third through twelfth graders at varied locations. Junior conferences (third through sixth) are Friday night overnights at the YMCA. Teens travel to regional locations. The Nevada State YMCA Youth to Youth Conferences are for seventh through twelfth graders and follow the format of Youth to Youth International, Columbus, Ohio. At all conferences, prevention and team building workshops are combined with fun, recreational and social opportunities.
4. **Drug and Gang-Free Dances and Rallies:** Club members plan and organize quarterly events open to all seventh through twelfth graders.
5. **Mentors Alliance:** Adult volunteers are screened and trained to act as mentors for at-risk third through twelfth grade students. One-to-one interaction is provided for study assistance, career development, and positive role models.
6. **Family Support:** At request of families or referrals by YMCA counseling staff, Family Support staff help with home and family management skills.
7. **Summer Resident Camp:** For seven to 12 year olds.

**Community Alliances:** Community and governmental agencies, civic groups, local schools, the Las Vegas Metropolitan Police Department and many volunteers donate goods and services, facilitate youth recruitment, assist with transportation, and present programs during conferences.

**Success Indicators:** Yes to Youth Chapters are growing throughout the state. In Ely, a small eastern Nevada community, over 20 youth working with an adult support task force have hosted a local conference and education seminars with four other towns.



**Key to Success:** Youth empowerment through leadership roles is the core of this program. At the statewide conference, over 50% of the staff are 13 to 17 years old. Youth are given the responsibility for planning, implementing and chaperoning their events.

## One of the oldest "gangs" is growing fast in West Las Vegas

**PROGRAM:** West Las Vegas Scouting Program

**CONTACT:** Dan Gasparo, Scout Executive  
Boy Scouts of America  
1135 University Road  
Las Vegas, Nevada 89119  
(702) 736-4366

**AUDIENCE:** Male at-risk youth, ages six to 18

**OVERVIEW:** *This scouting program draws youth from predominantly low-income housing projects. Gang and drug-related activity is high. In three years youth participation in scout activities has grown from 13 to 244. This partnership between the Nevada Bureau of Alcohol and Drug Abuse (BADA), the Boulder Dam Area Council, Boy Scouts of America, the Metro Police Department, and the Clark County Juvenile Detention Center expects to increase the number to 500 by Fall, 1992.*

**COMPONENTS:** **Planning:** In August, 1988 a local scoutmaster and several members of the Metro Police Department began a Boy Scout troop targeting young males ages 11-15 from the Gerson Park westside area. These youth were lacking an after-school program, and many had never been outside the Las Vegas community. Like all scout programs, the intent is to foster development of citizenship, moral character, and physical fitness.

State alcohol and drug abuse funds matched by the Boy Scouts of America Council have enabled the program to expand to two troops, nine units, and 244 youth. The special goal of the **West Las Vegas Scouting Program** is to provide area pre-adolescent and adolescent young men a healthy alternative to gang involvement.

**Program Description:** Program goals are: (1) to teach members of the troops new skills through merit badges; (2) to allow for troopers to be involved in new experiences, including going to new places through monthly field trips



and participating in summer camps; and (3) to allow boys regular contact with positive role models through weekly contact with troop leaders, community members and other adults.

All troops participate in the Scout Expo and complete the units "Drugs—A Deadly Game" and "How to Protect Your Children from Child Abuse and Drug Abuse."

The Buffalo Cavalry Troop is named after the all-Black troop in the Civil War. This troop emphasizes Black history and pride and has initiated a "Mentoring Team of Black Men" who volunteer as scoutmasters.

Expansion in the program is also related to the participation of the Juvenile Detention Center. As part of the detainees' parole, they are mainstreamed into troops within their neighborhoods. Plans for 1992-93 call for expansion to two junior high schools where two Metro Police officers will serve as part-time varsity coaches and run after-school scout programs for 80 youth.

**Community Alliances:** Each troop has a task force representative of local agencies and organizations.

**Success Indicators:** Police have collected data showing crime among this age group has dropped significantly. State evaluations and Juvenile Detention Center assessments will be available October, 1992.



**Key to Success:** Just as the Bloods and the Crips wear colors, the westside Boy Scouts wear parts of their scout uniforms or "colors" such as the kerchief to show participation in the scouting "gang." Organizers report this has encouraged more kids to join. Scoutmaster Gasparo also adds, "By recruiting credible, strong leaders we have succeeded in showing Boy Scouts are a positive influence in the community."



## Learning when to step in, back off, and all about yourself

**PROGRAM:** D.A.R.T. Drug Abuse Response Teams

**CONTACT:** Barbara C. Susman  
SHARP Unit (Sacred Heart Adolescent Recovery Program)  
2222 Colburg Road  
Eugene, Oregon 97401  
(503) 686-7399, 1 (800) 234-9505

**AUDIENCE:** Students ages 11 to 18. Adult trainings are also available.

**OVERVIEW:** *D.A.R.T. is designed to help participants learn how to use themselves to help others. Developed at the Sacred Heart Adolescent Recovery Program, the primary goal is to train middle and high school students in the skills necessary to take informed and caring action when a friend is in trouble with alcohol and other drugs. "We help kids help friends without becoming part of the problem," says Susman.*

**COMPONENTS:** *Planning:* A staff survey showed a need for a peer prevention program that dealt openly with codependent traps awaiting those who try to help friends in need. The program was originated in 1988 by a team of trauma surgeons, hospital staff experienced in education and family systems, and local television personnel.

*Program Description:* In four-hour active training sessions, D.A.R.T. participants learn to: (1) distinguish when to help friends and when to get help from trusted adults; (2) identify risk factors for addiction within family and larger systems; (3) avoid co-dependent traps awaiting eager helpers; and (4) practice a step-by-step model for helping that respects personal limits and boundaries. Trainings are limited to 40 middle and high school students plus four to eight adult school staff members who are known as Adult Resource People or "ARPs." Special two-hour trainings are available for fourth and fifth graders.

Informal lectures, role playing and visual aids are used. Students are given a simple formula for approaching a

friend in trouble. Called "COST," it stands for: **Care:** Tell your friend you really care about them; **OK:** Ask them if it's OK to talk about something important; **See:** Tell them what you have seen and heard them do; and **Talk:** Assure them that you are available to talk with.

**D.A.R.T.** trainings are usually scheduled in schools or community centers. Students are selected and invited by school staff to represent either a cross-section of students or a particular group such as peer helpers, at-risk students, student leaders, students in recovery, or children of addiction.

**Community Alliances:** **D.A.R.T.** receives referrals, sponsorships for participants, and donations of foods and volunteers from local agencies, businesses and civic groups. **D.A.R.T.** also makes presentations to PTA/PTO groups, inservices area police departments, and works closely with community and state level task forces.

**Success Indicators:** **D.A.R.T.** volunteers use phone surveys for evaluation. Over 75% of students report attendance in follow-up prevention groups at their schools and list a wide array of new stress-coping behaviors.

**Obstacles:** **D.A.R.T.** Coordinator Susman cautions adults not to make trained students into labeled "rescuers" but to act as adult role-models in setting healthy limits.



**Key to Success:** Susman believes **D.A.R.T.** affirms young people's deep caring and intelligence in helping others. She states **D.A.R.T.** is "widely applicable to all kinds of problems: AOD, shoplifting, eating disorders, divorce, and suicidal talk."

## "United Nations" of students and staff customize strategies and solutions

**PROGRAM:** **HOT: Healthy Options for Teens**

**CONTACT:** Lynn Knox, Nyla McCarthy  
HOT - Healthy Options for Teens  
1916 SE 27th  
Portland, Oregon 97214  
(503) 232-1292

**AUDIENCE:** Middle, junior and senior high school students

**OVERVIEW:** ***HOT** is a collaborative effort between businesses, schools and especially students that promotes the positive development of healthy learning climates. A peer empowerment model, **HOT**'s basic philosophy is: "We help people find their own solutions and approaches to the problems that affect them." In the past five years, **HOT** students have designed peer tutoring and mentoring programs, community service projects, buddy systems for new students, diversity celebrations, and established "Racism Free Zones."*

**COMPONENTS:** **Planning:** The **HOT** model was first proposed in 1986 by a team of representatives from Portland Public Schools, Kaiser Permanente, and several local business and government officials. A five year grant from a consortium of national foundations was awarded to **HOT** in 1987.

**Program Description:** **HOT** is a community problem-solving process model where student and adult boards work together to assess school issues, identify goals and develop interventions, and then monitor and evaluate progress. **HOT** project and school-based staff act as guides and facilitators.

Each **HOT** school is matched with a business partner or a consortium of committed citizens who work to fund and nurture the development of ongoing **HOT** activities. A twenty member **HOT** Board or "Mini-United Nations" is at each school. The membership of this board is based upon peer input identifying leaders of the major social, economic,

racial and other interest groups within each segment (i.e., students, staff, and parents) of the school. The majority of this board is students.

Through surveys, problem solving and prioritizing, **HOT** boards choose the intervention focus for individual schools. Examples of targeted areas include: reducing depression and substance abuse; building self-efficacy and coping with peer pressure; preventing violence and suicide; building self-esteem and teaching conflict resolution; preventing racism; and empowering students and staff.

Student initiated "interventions" have ranged from the following: wellness days; peer mediation programs; student-run, after-school recreation programs; successful lobbying for a school-based teen health clinic; and "Unity Olympics."

**Community Alliances:** Community alliances are crucial for **HOT** projects. They provide money, time and other volunteer resources.

**Success Indicators:** Informal evaluation of the project consists of tracking the positive growth of youth serving on **HOT** boards and participation in **HOT** activities. This assessment has demonstrated a reduction in violence and discipline reports. Many anecdotal stories describe "transformations of incorrigibles to effective leaders."



**Key to Success:** Lynn Knox believes the key element is the involvement of a diverse youth population in every step of the process. She states, "Given the opportunity to work on the issues of concern to them, treated with respect, and given the tools to do the job, even the most 'at-risk' students will accomplish important things for themselves and their peers. Everyone in the school community is enriched by this process."

## A support system for athletes on and off the field

**PROGRAM:** R.A.A.D.—Recovering Athletes Against Drugs

**CONTACT:** Micki and Michael Fabian  
R.A.A.D. Coordinators  
P.O. Box 395  
Moses Lake, Washington 98837  
(509) 766-1877

**AUDIENCE:** Presently serving youth ages 13 to 21

**OVERVIEW:** *R.A.A.D. is a supportive network of structured rules, recreational activities and community service all designed to help youth in recovery. Many of the high school and college-age students are athletes who self-admittedly found that alcohol and other drugs "replaced the thrill, the high, and the danger of athletics." Now they meet every Saturday evening for discussions and activities and are finding that self-confidence can come from community involvement and sobriety, just as it can from participating in sports.*

**COMPONENTS:** **Planning:** R.A.A.D. evolved from meetings of the Grant County Youth Coalition, a community group that meets regularly to plan alcohol and other drug-free recreational events. Many youth reported that they found little support for those experiencing relapse following treatment or for youth experiencing children of alcoholics issues.

In May 1991 the Fabians, chemical dependency counselors and prevention specialists working with the Grant County Regional Drug Task Force, agreed to form a group to provide "structure and support" for youth in recovery. Funds from the Washington State Community Mobilization Against Substance Abuse Initiative (see Section 7, page 7.22) help support the project.

**Program Description:** There are currently 24 R.A.A.D. members ranging in age from 13 to 21. Fourteen are females and ten are males. All members sign an



agreement/athletic code prohibiting lying, stealing, and use of tobacco, alcohol, or other drugs.

The group meets Saturday evenings from 6:30 to 9:00 P.M. for group discussions and fun, recreational activities. As a group, they operate a 24-hour telephone hotline for each other that offers support when needed. **R.A.A.D.** members act as a community speakers bureau and present alcohol and other drug awareness information and resources to others on both a local and state level.

The group also conducts monthly community service activities such as youth carnivals, "Clean-Up Litter Days," and teen dances. Last Christmas, **R.A.A.D.** members completed a Moses Lake Needy Toy Drive that served over 2,000 young children. **R.A.A.D.** members have attended state substance abuse conferences and are involved in the Washington State Youth Initiative.

**Community Alliances:** **R.A.A.D.** is supported by both private and public agencies and organizations. Members have participated in school district inservice days and codependency workshops for teachers.

**Success Indicators:** Twenty of the 24 members have remained sober for at least six months.

**Obstacles:** When **R.A.A.D.** was first formed, the coordinators provided the 24-hour hotline service and quickly realized they needed more help. Within three months, group members developed a 24-hour support system for one another and took over this component independently of the adults.



**Key to Success:** **R.A.A.D.** offers 24-hour support, activities to improve self-esteem and self confidence, and rewards members who follow the contract for six months with a club ring. Beyond that, Coordinator Micki Fabian credits the project success with supportive parents and a growing positive recognition from the community for their prevention and community service efforts.



## Students play board games to enhance social skills

**PROGRAM:** Recess Project—Cross-Age Small Group Role Modeling

**CONTACT:** Wayne Beatty, Alcohol and Drug Program Administrator  
Jan Thomas, Principal, Fort Casper Elementary School  
Natrona County Schools  
970 North Glenn Road  
Casper, Wyoming 82601  
(307) 577-0325

**AUDIENCE:** Sixth-grade students and 12th-grade senior "role models"

**OVERVIEW:** *Students and school staff worked together to plan this program for students who were experiencing "playground difficulty" such as pushing and insulting others. In lieu of afternoon recess, referred students meet once a week to play board games with 12th-grade D.A.R.E. "role models," the principal and one teacher aide. In addition to practicing their Monopoly and Pictionary skills, students learn appropriate leisure time activities, behavior for social situations, problem solving skills, and age-appropriate interaction between peers.*

**COMPONENTS:** **Planning:** Fort Casper Elementary is a small school of 170 students. During recess, various sixth graders were consistently pushing, verbally insulting others, and participating in play not acceptable to the school principal, Jan Thomas. Thomas worked with these students on an improvement plan designed to make *them* responsible and the idea for **Recess Project** evolved. Other program planners included school teachers, district personnel, and the chief D.A.R.E. officer for Casper schools. The program began in February, 1992.

**Program Description:** Identified students give up afternoon recess every day to accumulate the time for a one hour activity period on Wednesdays from 2:15 to 3:15 p.m. During this activity period students work in groups of four or five with either the school principal, teacher aide, or high school seniors who are selected through interviews to serve.

Students and adults learn and play common board games. Five senior high students participate each week. These 12th graders participate on their own time as part of a community service activity. Every third week, the elementary student "team" leaders plan a special activity for everyone.

There are four main goals of **Recess Project**: (1) teach appropriate leisure time activities; (2) model appropriate behavior in social situations; (3) demonstrate appropriate problem solving skills; and (4) encourage proper and appropriate verbal interaction between peers via demonstration. The only funds expended have been for commercially produced board games.

**Community Alliances:** The school-community partnership with the D.A.R.E. program has been expanded as a result of **Recess Project**.

**Success Indicators:** Future assessment procedures call for student and parent program evaluation through a written questionnaire. Wayne Beatty, the Natrona County School Alcohol and Drug Program administrator, reports that the young students have responded very favorably to the cross-age interaction with the high school volunteers, and with one-on-one social interaction with the school principal. The social problem solving and conflict resolution skills are expected to carry over to junior and senior high.



**Key to success:** Beatty said, "This program was a result of effective brainstorming between students of different ages, district personnel, and law enforcement. We use existing high school role models and give them even more quality time with younger students. Everyone benefits."

## Retreat facilitates student empowerment and caring for friends

**PROGRAM:** Teen Leadership Coalition

**CONTACT:** Mike Pickett, Assistant Principal  
Dean Morgan Junior High  
1440 South Elm  
Casper, Wyoming 82601  
(307) 577-4440

**AUDIENCE:** Junior and senior high students, grades seven through 12.  
May be used with grades five and six.

**OVERVIEW:** *Teen Leadership Coalitions attend retreats averaging 25 students and five adults. The goal of these 2-1/2 day retreats is to help young people deal with many of the stresses and problems which they confront in their daily lives. The idea behind Teen Leadership Coalition is that if students are given skills to deal with struggles confronting them and their peers, their minds and bodies will be more prepared for learning.*

**COMPONENTS:** **Planning:** Teen Leadership Coalition (TLC) is part of the district and state-wide student assistance program, SAIL—Student Assistance In Life. TLC was developed in 1990 by a team consisting of the SAIL Core Team as well as local police and DARE officers.

**Program Description:** TLC is a 2-1/2 day retreat designed for a maximum of 30 students and 10 adults. These adults represent bus drivers, teachers, parents, principals, and school secretaries. Students are selected from every school social group and are representative of all classes. Once the TLC retreat is completed, students are asked to continue with the program and work as a group to identify ways to improve their school atmosphere.

The 2-1/2 days are divided into seven major areas:  
(1) bonding; (2) empowerment; (3) trust; (4) communication;  
(5) problem solving; (6) support for peers; and (7) closure.  
Group activities in these areas involve modeling,  
experiencing, discussing, and reviewing feedback. All

activities are designed to help participants grow in self-esteem and problem-solving strategies and to learn ways to help themselves and their friends. The program is designed to be flexible. Participants identify their areas of concern and respond to these issues.

The TLC retreat is held away from school, usually at a local hotel or local college. Program developers suggest that overnight stays be used only with high school students. The Natrona District has held five retreats a year. Follow-up activities are held at each school.

**Community Alliances:** Representatives from local agencies, including law enforcement and religious organizations have participated as adult facilitators during the TLC retreat. Many also facilitate support groups within the schools on a weekly basis as part of the ongoing SAIL program.

**Success Indicators:** Informal and formal participant surveys have been used for each TLC participant. Response has been positive and increasing numbers of students are asking to participate. Administrators and teachers report a more positive school atmosphere.



**Key to Success:** Assistant Principal Pickett believes a key element in TLC is the emphasis on student empowerment. He states, "Experience showed us from our previous program that you couldn't help your friends if you weren't taking care of yourself first." Pickett also mentioned the flexibility of the program. Some schools have included AIDS/HIV training as a part of their retreats.

**Section 2:**  
**Student Assistance Programs**

## STUDENT ASSISTANCE PROGRAMS

Developed with the belief that youth deserve help not punishment, student assistance programs or SAPs as they are frequently called, provide a variety of services designed to keep students in school performing to the best of their abilities.

Teams of teachers, counselors, and other personnel are trained to identify and refer students to services such as in-school support groups, individual counseling, or to appropriate community agencies specializing in adolescent issues. The reasons for referral may be related to alcohol or chemical use and abuse, academic or behavior stress, the result of living in chemically dependent families, or student transitions caused by moves, divorce, or death.

The programs described in this section include support groups, programs for alienated elementary students, and a year-round program for pregnant and parenting teens. There are also drop-out prevention programs and summer school projects for the entire family. All send the same message of support and help.



## Total family "connects" for health

**PROGRAM:** **New Connections**

**CONTACT:** Linda Mackinson, Program Director  
New Connections  
1760 Clayton Road  
Concord, California 94520  
(510) 676-1601

**AUDIENCE:** Middle and high school students, their families, teachers and related community professionals

**OVERVIEW:** *New Connections began 20 years ago as an onsite, school-based alternative recreation program. The project has matured into a community umbrella group focused on intervention strategies targeting youth under age 18 and their families. Services and strategies include teen groups, counseling, community speakers, ongoing educational series, and training and consultation for adults who work with young people. In 1987, New Connections was one of 20 exemplary programs identified by the National Association of State Alcohol and Drug Abuse Directors (NASADAD).*

**COMPONENTS:** **Program Description:** Approximately ten years ago **New Connections** shifted its emphasis from providing drug-free recreational activities at a community center to offering a variety of services at both school and community locations. The project operates in ten middle, high and continuation schools and at a centrally located county office. Funding comes from mixed resources and includes school DFSC monies, county funds, donations and in-kind contributions. **New Connections** is a United Way agency.

*Youth and family services include weekly support recovery groups for students who are in recovery or are interested in staying clean; eight-week teen groups for teen children of alcoholics and other stressed families; diversion counseling for student first offenders with alcohol and other drugs; and drug assessments and counseling. Many of these services are free or based on sliding scales. At school sites, New*

**Connections** counselors and interns provide a minimum of two days per week of individual and group services.

All activities are designed to enhance self-image, problem-solving skills, and to improve family relationships. The overall goal is to increase students' knowledge about substance abuse while giving them the emotional foundation to refuse and/or to end current abuse patterns.

*Consultations, in-service trainings and presentations* are made to over 500 teachers and professionals within the county. Specific topics include: signs and symptoms of drug use/addiction; family dynamics of addiction; understanding generational patterns in families; co-dependency and enabling.

*Outpatient chemical dependency treatment* is provided at a newly opened center.

**Community Alliances:** **New Connections** works closely with the School Attendance Review Board (SARB), the district Drug-Free Schools Task Force, and the Gang Intelligence Network. The project is part of a county drug-free action plan.

**Success Indicators:** Funding limitations have prevented long-term evaluations. Parent and client feedback forms show decreases in disciplinary referrals and improved grades.

**Obstacles :** "It takes time to build relationships with schools," says Director Mackinson. Well-trained staff along with community visibility has helped the program gain credibility.



**Key to Success:** Mackinson states, "We won't work with a young person in our office unless the family is involved. We are successful because we also work closely with the schools, community agencies, and police."

## Teaching to share, to feel safe, and be part of the solution at an early age

**PROGRAM:** West Pittsburg Summer School Project

**CONTACT:** Margot Tobias, Program Coordinator  
Mt. Diablo Schools Drug Free Schools Task Force  
Loma Vista Adult Center  
1266 San Carlos Avenue  
Concord, California 94518  
(510) 685-7340

**AUDIENCE:** High-risk students in grades kindergarten through three and their caregivers

**OVERVIEW:** *The West Pittsburg Summer School Project is designed for Mt. Diablo Unified School District's highest risk elementary students. The fifty students who participate in the project are court ordered to live with foster parents, relatives, or are court dependents placed at home. Family histories of alcohol and other drug abuse are associated with more than 80 percent of such placements. "These children spend most of their school time in school offices being disciplined," says the project coordinator. "We are helping them feel safe, be heard, be able to share, and be accepted." One hundred percent of the students said they wanted to come back to summer school next year.*

**COMPONENTS:** **Planning:** While the area constitutes only 9 percent of the district population, these students lead the district in most at-risk indicators. The project was designed to provide focused and intensive use of state and district prevention monies to target this population at the kindergarten through grade three age.

**Program Description:** The project works with students and their caregivers to provide a structured summer enrichment program and to develop new parent roles for the adults and new skills and enthusiasm for learning on the part of the children.

During the six-week program, children meet four hours a day in two groups, one for kindergarten and first grade and

one for second and third grades. There are two teachers and two counselors in each room. A counselor intern works with the kindergarten and first-grade groups, while high school aides and parents help with instructional and social activities. Integrated classroom activities and field trips are part of the instructional activities. Counseling components include pull-out groups for the kindergarten and first-grade students that emphasize communication and conflict resolution skills. The older group concentrates on social skill intervention, impulse control and building trust.

In the caregiver outreach component, a community liaison monitors attendance. The liaison makes frequent home visits and coordinates support group meetings. Caregivers receive a \$10.00 certificate for groceries for every three project activities they attend. Transportation is provided for both children and adults for all program activities.

**Community Alliances:** Community parents and representatives from various public and private social service and law enforcement agencies plan activities, make referrals, and provide resources.

**Success Indicators:** An outside evaluator conducted a process evaluation using a variety of assessment tools. Students reported they enjoyed summer school more than regular school and that they would come back again. Caregivers reiterated these feelings and stated they would attend future support groups.

**Obstacles:** Initially it was difficult getting a response from the families due to lack of phone, low literacy or lack of trust in school-based programs. The hiring of a community liaison who conducts home visits has helped solve these problems.



**Key to Success:** Program Coordinator Tobias states, "Include the families in the planning process and provide transportation for both children and family." She also advises to have follow-through funding sources because "developing relationships with these families should not end after the summer session."

## Comprehensive training = Comprehensive services

**PROGRAM:** **Corona High School Student Assistance Program**

**CONTACT:** Billie L. Rogers, Head Counselor  
Corona High School  
1150 W. 10th Street  
Corona, California 91720  
(714) 736-3271

**AUDIENCE:** High school students, grades nine through 12

**OVERVIEW:** *Extensive staff training in comprehensive prevention / intervention program models has resulted in a variety of services and activities for Corona High's 2,100 students. Ranging from parent awareness workshops to weekly student support teams, the programs are designed to identify and refer students whose academic ability, physical health, emotional problems, or personal circumstances are interfering with school success.*

**COMPONENTS:** **Planning:** A district survey that documented Corona students matched national statistics regarding risk-taking behaviors. The program began in 1988, with modifications taking place as indicated. From the inception, program planners have stressed the importance of staff training. This training has included national and state training workshops, in addition to Western Regional Center trainings on parent involvement, culturally diverse populations, and working with children of alcoholics.

**Program Description:** Program components include: *Parent Awareness Workshops* offered throughout the year; *Weekly Student Study Team Meetings*; *Weekly Student Support Groups* dealing with issues such as family problems, sexual abuse, decision-making, depression, substance abuse, and relationships; *Peer Counseling*, where students attend a one-semester class and then meet with referred youth; *After School Tutoring* for academic assistance; *Grief Recovery Support Groups* offered twice a year coordinated with a local hospice; *Pregnant and*



***Parenting Teen Support Groups; and Inservice Training for School Staff.***

School staff is trained and expected to refer students showing stress in academic performance, physical and emotional health, and in personal and family relationships. The Student Student Teams (SST) consist of representatives from the counseling and special education departments, a school psychologist, school nurse, administrator, school resource officer, parents, the student, and outside community resource staff. The SST meets weekly to review referred students' records and to recommend further action.

***Community Alliances:*** Many local public and private agencies and organizations provide direct services to students as a result of program referrals. A school resource officer assists with abuse and other legal/social issues. Hospice of Corona conducts the grief recovery support groups. Riverside County drug and alcohol program staff work with student clubs and activities.

***Success Indicators:*** Students and staff evaluate program components for quarterly and year-end reports. Data indicate more students self-referring, more community groups offering services to the school, and an increasing number of teachers and administrators trained in identification and referral.



***Key to Success:*** Program coordinators cite the following critical strategies: student, administrative, parent, and staff input; professional quality dissemination materials to publicize the program; frequent updates and inservices to improve staff skills and knowledge; and early administrative buy-in.



## Support groups for teens and parents

**PROGRAM:** NEAT Family Project

**CONTACT:** Linda Chandler, Project Director  
Center for Human Development  
391 Taylor Boulevard, Suite 120  
Pleasant Hill, California 94523  
(510) 687-8980

**AUDIENCE:** At-risk middle and high school youth and their families

**OVERVIEW:** *NEAT Family operates in Northern California's Contra Costa County and is administered by the non-profit Center for Human Development. The program facilitates support groups for at-risk teens and their families in a variety of locations that range from middle and high schools to community centers, libraries and churches. Primary referrals for NEAT Family come from agencies that serve pregnant and parenting teens, drug and alcohol treatment centers, and the juvenile justice system. The program is supported through county drug and alcohol funds.*

**COMPONENTS:** ***Program Description:** The overall goal of NEAT Family is to create a safe, supportive environment where teens can explore alcohol and other drug-free choices. Teens are encouraged and allowed to talk about anything they are dealing with in their lives while trained program facilitators teach them healthy decision making skills. The program began in 1979 and is based on the TRIBES group process model (see Section 8, page 8.2). Program staff receive extensive training and practice in group process techniques.*

*The NEAT Family has three primary components: (1) **Teen Support Groups**—ages 12 through 18 at-risk or high-risk teens meet weekly for one to two hours county wide; (2) **Teen Parent Connection**—pregnant and parenting teens meet weekly for one to two hours in five locations; and (3) **Parent Connection**—a support group for parents of at-risk teens meets weekly for 1-1/2 to two hours at various locations. Groups are facilitated by NEAT Family staff and a large group of trained volunteers.*

**Community Alliances:** A member of the Contra Costa County Volunteer Center, **NEAT Family** has a cadre of trained volunteers to facilitate the groups. The program mutually refers clients to other service agencies, and speakers are exchanged for some group sessions. The program collaborates with the juvenile justice system and runs groups for incarcerated and recently-released youth. Local media publicizes group sites and times and assists in volunteer recruitment. Many churches also assist in securing site space and in providing volunteers.

**Success Indicators:** Current plans are underway to design follow-up surveys to assess program effectiveness. Anecdotal evidence from clients indicates the program has been helpful in overcoming alcohol and other drug abuse.

**Barriers:** Volunteers must be extremely well trained and provided with on-going support. Project Director Chandler advises "a careful watch for co-dependency, rescuing, and the martyr syndrome."



**Key to Success:** Chandler believes program success lies in "training, supervision, outreach and interagency collaboration." She stresses the necessity of both program and volunteer facilitators who receive top quality training and supervision to ensure that good service is being provided.

## A bridge over troubled waters

**PROGRAM:** **Wrap-Around Services**

**CONTACT:** Jill Gover, Intervention Specialist  
Vallejo City Unified School District  
211 Valle Vista  
Vallejo, California 94590  
(707) 644-8921

**AUDIENCE:** High-risk youth and their families

**OVERVIEW:** *Designed to supplement the district's comprehensive student assistance program, **Wrap-Around Services** is intended to provide intensive supportive services for Vallejo's most troubled adolescents. In an effort to address the multiple problems presented by these youth, the project offers individual and family counseling, psychological evaluations, chemical assessments, and case management coordination with other agencies. By providing an advocate in the school system and looking "at the whole child not just one piece," the goal of the program is to reduce drug use and enhance protective factors.*

**COMPONENTS:** **Planning:** An extensive community assessment to determine program priority needs was conducted in 1990 as part of a Robert Wood Johnson Foundation "Fighting Back" school/community partnership grant. The school district statistics demonstrated the need for intense family therapy. The district drug education coordinator; intervention specialist; and coordinators of student personnel services, student welfare and attendance, and student health services developed and implemented the program in September, 1990.

**Program Description:** **Wrap-Around Services** is designed to help young people with multiple problems: drug use, psychiatric disorders, behavioral problems, learning disabilities, victims of physical and sexual abuse, children from chemically dependent families, juvenile offenders and homeless children. The program provides the services of an intervention specialist who meets one hour weekly with both youth and their families. These meetings take place at a

community counseling center. If needed, transportation is provided.

The intervention specialist provides chemical assessments, psychological evaluations, drug/alcohol interventions, individual and family counseling, and helps families "navigate" their way through the mental health system. She also talks with school personnel on a regular basis to monitor academic achievement and school attendance and meets regularly with police and social service agencies. The intervention specialist is both a clinical psychologist and school district employee.

Youth are referred to the program by the school district student attendance and review board (SARB), the police probation team and school site student assistance program counselors. Many are children of suspected alcoholics or drug abusing parents, have attempted suicide, are suspected victims of physical or sexual abuse, are in special education, or know alcohol and other drug users.

**Community Alliances:** In addition to ongoing coordination with law enforcement, juvenile justice, social services, and alcohol and other drug treatment providers, **Wrap-Around Services** meets on a regular basis with the "Fighting Back" health providers focus group.

**Success Indicators:** Intake assessments, confidential progress notes, individualized treatment plans, and clinical diagnostic forms are used for data collection. Program planners state that "subjective evaluation" by clients testifies to improved family function and sobriety.



**Key to Success:** Intervention Specialist Gover believes the program works well because the coordination of services enhances protective factors in the following ways:

- (a) support of pro-social bonding to family and schools;
- (b) definition of a clear set of norms against use;
- (c) individualized services to meet individual student needs;
- and (d) recognition and reinforcement of their newly learned behaviors and skills.

## Help for coping in a chemically-dependent family

**PROGRAM:** **Special Kids Program**

**CONTACT:** Trey Anderson, Student Assistance Program Coordinator  
Yuba City Unified School District  
750 Palora Avenue  
Yuba City, California 95991  
(916) 741-5288

**AUDIENCE:** Elementary students in kindergarten through sixth grade

**OVERVIEW:** *A partnership between two school districts, a bi-county non-profit community organization, and the California State Department of Alcohol and Drug Programs (ADP), the **Special Kids Program** provides information to students about the effects of alcoholism on families in an educational support group setting. Co-facilitators lead ten-week sessions and four follow-up groups. A large number of trained facilitators has resulted in over 1,100 students attending these groups in the past two years.*

**COMPONENTS:** **Planning:** As part of the comprehensive district alcohol and other drugs program, all teachers receive from six to 82 hours of training on topics specific to substance abuse and use. A central focus of the training is chemical dependency in families. This increased staff awareness leads to the training of staff to conduct support groups for affected children. Initially a pilot program in several schools, **Special Kids** is now in 20 schools and is a joint effort between Yuba City and Marysville School Districts, Bi-County Citizens for a Drug-Free Community and California ADP.

**Program Description:** **Special Kids** is a ten-week program with students meeting in groups of eight once a week during the school day on campus. Groups are 45 to 55 minutes in length. Participants attend four follow-up groups.

Students are recruited for the program by means of classroom presentations that include a short film and discussion. To avoid having anyone feel spotlighted, all



students are requested to indicate their interest in attending a group. Parent permission is obtained, a screening occurs, and those selected are placed in groups. No siblings are placed in the same group. Students can also refer themselves and be referred by parents, teachers, staff, and/or community members.

Co-facilitators are program personnel, school psychologists, teachers, counselors, and community volunteers. All attend three-day trainings and use detailed procedures and program manuals. All activities are taken from nationally recognized curricula designed for children of alcoholics support groups. Activities are written to promote self-esteem and personal safety and to assist students in developing coping skills.

**Special Kids** has been modified for communicatively handicapped children and others with special needs.

**Community Alliances:** The entire program is built on partnerships and coordination with various local and state agencies. The Bi-County Citizens and the two school districts both donate personnel, office space and supplies. A California ADP grant provides funding for training, personnel and evaluation services.

**Success Indicators:** Professional evaluators are in the process of gathering a variety of data on the program. Preliminary reports from teachers and parents regarding social skills and academic improvement show gains. Program materials have been shared with over 100 schools nationwide.

**Obstacles:** SAP Coordinator Trey Anderson states the biggest obstacle was keeping school sites informed. "Training your staff is not enough....from staff meetings to face-to-face communication you must take the time to communicate how things are going."



**Key to Success:** Anderson reports, "The number one thing we did right was employing people not based on credentials but on their ability to accept and express their own feelings, consequently validating others." His advice: go slowly,



## A five-point program to reduce alienation for young students

- PROGRAM:** Comprehensive K-5 Alienation Prevention Project (C.A.P.P.)
- CONTACT:** Mary Ensley, Drug Education Coordinator  
Caldwell School District #132  
1101 Cleveland Blvd.  
Caldwell, Idaho 83605  
(208) 455-3313
- AUDIENCE:** High-risk elementary students, kindergarten through grade five

**OVERVIEW:** *Funded through Drug-Free Schools and Communities Emergency Grant monies, C.A.P.P. is designed to put a "fence" around high risk K-5 children by using alienation prevention strategies at school, home, and in the community. Components include early high-risk screening, counseling for prevention-related skill building, parent participation and education, extended day enrichment programs, and teacher training.*

**COMPONENTS:** **Planning:** Various assessments yielded statistics showing: increased youth crime and gangs; a high percentage of drug- and alcohol-related youth arrests; alienation-related behavioral and discipline referrals in every elementary school; lack of support services after school; increased school drop out rates; early use of alcohol; lack of school-based early intervention and prevention programs; and expressed need by teachers for more techniques for dealing with at-risk elementary age children. The program start-up date was September 1992.

**Program Description:** C.A.P.P. is a supplementary part of Caldwell's comprehensive Drug Free Schools program. It operates in each of the district's four elementary schools. The project is divided into five components, which target a specific part of the alienation process.

*Component I Early Screening* uses a survey to identify students who have indicated three or more characteristics

commonly associated with alienation. School personnel develop a plan of action to interrupt this process. *Component II Group Counseling Intervention* emphasizes the development of bonding and resiliency skills to improve grades, attendance, and behavior/discipline referrals. *Component III Parent Participation and Education* offers parenting skills classes and support. *Component IV Latch Key/Extended Day* offers "Explorer's Clubs" for students in grades three through five from 3:20 to 5:30 Monday-Friday. *Component V Skill Building for Teachers* provides a no-cost, three-credit graduate course, "Alienation Prevention in the Classroom" at a local college.

This teacher training course is designed to increase classroom bonding. Key topics include: perspectives/implications of high-risk children (what is it like to move frequently, be home alone, etc.); how to build positive classrooms (classroom meetings, etc.); techniques to reduce alienation (restructuring, affirming, etc.); teacher attitudes and needs as factors in alienation (control, blaming, accusations, etc.); and understanding/identifying special needs children (abused, grieving, angry, COA, etc.).

**Community Alliances:** Community agencies provide referral and consultation with students, families, and teacher training. Civic groups and college faculty members provide resources in the Latch Key Program.

**Success Indicators:** Data collection varies with components. Preliminary results indicate teacher and parent satisfaction and strong support from school administrators. Teachers report a continuum of success stories related to classroom activities.



**Key to success:** Many components of the project were first tried as "mini-projects" as a pre-test for needs, goals and function. Coordinator Mary Ensley believes this has strengthened the program's design. "Federal funding helped make this possible," Ensley reports, "but our district has a long-term commitment to keep this program operational."

## Apply this to your lives and just do it

**PROGRAM**      **PEERS, A Skills Growth and Relationships Class**

**CONTACT**      Stephen Vaughn, Counselor  
Baker High School  
Box 659  
Baker, Montana 59313  
(406) 778-3329

**AUDIENCE**      High school students, grades nine through 12

**OVERVIEW**      *Like other communities, Baker is challenged by community denial that problems such as sexual abuse, eating disorders, and suicide can be issues for local youth that contribute to stress and the use of alcohol and other drugs. This daily, elective class was developed to meet the needs of students who wanted an opportunity to talk about their lives and such concerns. The program combines personal growth experiences, experiential learning of communication skills, and training in leadership roles for teen prevention / intervention programs.*

**COMPONENTS**      **Planning:** A 1985 survey of secondary students found a high level of alcohol abuse among teens as well as a high level of teen concern about teen suicide and the use of drugs other than alcohol. The peer helping class began in 1987.

**Program Description:** As part of the school prevention program, the goal of **PEERS** is to teach teen communication and relationship skills that lead to higher self-esteem and lower the risk of addictive behaviors. **PEERS** is an elective class that meets daily.

"Application" units such as suicide, eating disorders, addictions, and sexual decision making explore how these issues affect teens and address ways to cope and problem solve. Peer listening and peer helping skills are taught, and students are encouraged to refer others to the class or to Vaughn for individual counseling.

**Success Indicators:** Students are asked to state the original reason for taking the class and to evaluate to what extent that has been fulfilled. To date these informal surveys have indicated student expectations are being met.

Vaughn considers the growing number of students referred to him by his **PEERS** class to be another indicator of the broad-based prevention scope of the program. Baker High School has not had a major suicide attempt since the program started.

**Obstacles:** According to Vaughn, an ongoing issue for this type of class is the group composition. He says, "If the group becomes overloaded with too many teens with problems, the skills portion of the class is under-emphasized and helping issues may be over-emphasized." To eliminate administrative fear and unwarranted concern, he cautions keeping administrators and building staff well informed about the program.



**Key to success:** Vaughn believes the unique aspect of **PEERS** is that students can actually practice or "just do" the communication and leadership skills in a safe environment. He offers the following advice: "Start slow, begin by teaching skills, and gradually evolve to a program that deals with real life. The wonderful thing about this type of program is that everyone can grow from the experience if they are open to the opportunity. Enjoy the process."

Vaughn has developed a 400-page facilitator's guide/resource manual which contains the class exercises and materials.

## Community after-school "Safe House" for middle school students

**PROGRAM:** Cooperative Community Program

**CONTACT:** Sandi Sharkey-Knox  
David Knox, Co-Directors  
Libby After School Program  
P.O. Box 1198  
Libby, Montana 59923  
(406) 293-3437 or 293-9536

**AUDIENCE:** Middle school at-risk students

**OVERVIEW:** *The Cooperative Community Program meets after school each day from 3:30 to 9:00 p.m. in a comfortable three-bedroom furnished house two blocks from Libby Middle School. During these hours, students study, play games, and participate in group or individual counseling. Housecleaning, yard work, and maintenance are also part of this routine where healthy families are modeled and students are encouraged to "come to terms with who you are and what you want to be." The house is a safe place for students and families to work on issues.*

**COMPONENTS:** **Planning:** During the 1989-90 school year over 97 youths were suspended from Libby Middle School. The majority of these youth were actively involved with the Truant Officer, the Department of Family Services and/or the Lincoln County Juvenile Probation Office. In 1989, "Minors in Possession" was the second most common offense in Lincoln County. Program development was a partnership between the Probation Officer, school board, school superintendent, and community members who saw the need to provide support for youth from families lacking adequate parenting. The program began in October, 1990.

**Program Description:** Taking a holistic approach to all addictions (drugs, alcohol, work, stimulation, physical and sexual activity, eating, etc.) the **Cooperative Community Program** helps students deal with life issues on a day-to-day basis. There are two rules of the house: (1) tell the truth; and (2) treat others as you want to be treated.



The after-school program operates from 3:30 to 9:00 p.m. Students are referred from Juvenile Justice, Libby Middle School staff, and Social Services. A typical daily schedule may include: arriving from school and eating snacks; homework; recreational play; dinner preparation, meal, and clean-up; individual or group counseling; participation in school activities; continual discussions; and parental pick-up. Program staff emphasize "facing the reality of situations," and students are encouraged to note specific behaviors and resulting choices. The importance of building trust is stressed in all activities.

Primary program staff members are a married couple who are trained counselors. The student to counselor ratio is 5:1. The program is operated in a "process" manner where feelings and issues are dealt with immediately.

**Community Alliances:** In addition to the school, referrals, support, and financial assistance come from juvenile and social service agencies and from local businesses.

**Success Indicators:** Journals and daily notes are used to evaluate program objectives. Staff report the following results have been observed: improved grades; decreased suspensions and repeated offenses; improved attitudes and behaviors; and increased family involvement with the program.



**Key to success:** Sandi and David Knox believe the program is unique because the program planners were willing to "take a risk on a program that is flexible and non-structured." As the parents of three teenagers, they also believe their "couple" staffing arrangement helps model healthy parenting styles.

## Ten ongoing support groups give the message of "CARE"

**PROGRAM:** Care Program

**CONTACT:** Melvin Archdale, Drug/Alcohol Program Coordinator  
Wolf Point School District 45-45A  
213 Sixth Avenue South  
Wolf Point, Montana 59201  
(406) 653-1200

**AUDIENCE:** District students, grades kindergarten through 12

**OVERVIEW:** *Located in the northeast corner of Montana, Wolf Point is the largest town on the Fort Peck Reservation, home of the Assiniboine-Sioux tribes. The community sponsors many summer youth activities and works with the schools to reduce student use of alcohol and other drugs, and support students returning from treatment. A comprehensive student assistance program offers ten different support groups. In a school district of less than 1,000 students, over 90 people have been trained in student prevention / intervention programming.*

**COMPONENTS:** **Planning:** The program began in 1982 with increased staff concern about student use of alcohol and other drugs. The **Care Program** has grown from basic prevention education to a comprehensive student assistance model offering in-house support groups and resources emphasizing appropriate referral and intervention.

**Program Description:** Designed to intervene in the disease process of chemical dependency and to promote personal growth and well-being, the program consists of a coordinator, structured prevention education, trained student assistance Care Teams, and an active referral and intervention process designed for early identification.

In-school support groups are the foundation of the program. They include: *Insight Classes* for those students found in violation of school policies and/or referred by legal agencies; *Aftercare Support* for those returning from treatment or in twelve-step programs; *Concerned Persons* for concern of

others; *The Group* for those concerned about personal use; *Awareness Group* for general TAOD information; *Eating Disorders Support*; *Changing Families Support* for students with single parents, stepparents, foster parents or those where a family death has occurred; *Relationship Support* for students experiencing difficulties with parents, guardians, siblings, teachers and others; *Adoptive Support* for students who are adopted; and *Teenage Mothers* for those students who are pregnant or have children.

All groups with the exception of *Insight* are voluntary. Each school has a Care Team that meets weekly and consists of community members, teachers, counselors, and administrators. Groups are facilitated by trained staff and meet a minimum of eight weeks during school time. Most groups are year round.

**Community Alliances:** Open communication and support come from community agencies and organizations. Families are encouraged to take part in any part of the program.

**Success Indicators:** No *Insight* classes were needed for the 1991-92 school year. Progress has also been measured through heightened TAOD awareness and a shift in student norms for use.

**Obstacles:** Program planners experienced the following: teachers not agreeing with youth being out of class; and teachers speaking openly in class about youth attending groups or groups "being unnecessary." Continual staff inservice is used to counter such attitudes.



**Key to Success:** Coordinator Archdale believes the following have been critical to the program's success: staff enthusiasm, team leaders, volunteers, administrative and school board support. "This support," says Archdale, "allowed the students to think positively about groups and helped the program live up to its name 'Care.'"

## Support for teen parents twelve months a year

**PROGRAM:** Teen Parent Summer Program

**CONTACT:** Mary Karter, Program Supervisor  
Portland Public Schools  
2508 NE Everett  
Portland, Oregon 97232  
(503) 280-5858

**AUDIENCE:** Multnomah County pregnant/parenting teenagers ages 14 to 21

**OVERVIEW:** *The Portland Public School Teen Parent Program and the Teen Parent Summer Program help pregnant and parenting teens either return or remain in school to complete their graduation or GED requirements. The summer component was added to the school-year program in 1987 to provide constructive activities during the summer and to help students feel that they can succeed in the work world. The program combines employment skills training, classroom instruction, and paid work experience with free child care, transportation, and parenting education.*

**COMPONENTS:** **Planning:** The school-year Teen Parent Program was started in Fall, 1986. Informal interviews conducted during that first year indicated the need for a twelve-month program emphasizing academic and job skills. The program is a joint effort between Portland Public Schools and The Private Industry Council. Adult and Family Services and JTPA (Job Training Partnership Act) funds also supplement the program.

**Program Description:** The summer of 1992 will be the sixth session of the **Teen Parent Summer Program**. Slots are provided for 55 pregnant and/or parenting teenagers. Students attend classes in the morning and work at non-profit job sites in the afternoon. Breakfast, lunch, bus tickets and child care are provided free of charge.

Students choose from classroom activities at two program sites. One site focuses on business/clerical skills and the

other site emphasizes basic skill enrichment. Parenting skills education and teen parent support groups are organized through Portland Community College.

Students are assigned to afternoon job sites based on their career interests. Program staff serve as job supervisors and on-site role models for students.

Students can earn up to two high school credits and get paid for both time spent in class and time spent on the job site.

Since 1989 teens have been producing a yearly "video magazine." In these videos, which have won many local and national awards, teenagers discuss alternatives to welfare, views of teen dads, how to get and keep a job, and provide strong messages against becoming a teenage parent.

**Community Alliances:** The program is a collaboration between schools and private industry. A business advisory board also helps provide jobs, incentives, clothes, field trips, and mentors.

**Success Indicators:** Assessments show progress in reading, math, and language skills. Most students earn at least 1.5 credits with a high percentage of students completing the program with grades of B or higher. In 1991 the program received the Continuing Achievement Award from Associated Oregon Industries. The first teen dad enrolled in the program last summer.

**Obstacles:** To counter low attendance patterns, low self-concepts, and low basic skills for some students, close attention is paid to the hiring of teachers and staff who work well with higher risk students and who display concern and high expectations.



**Key to Success:** Program Coordinator Karter believes ongoing communication, high expectations for student success, close supervision at job sites, and student empowerment through video production has enabled the project to get better every year. She states, "Work closely with the community and families and hire people who believe students will succeed."



## Comprehensive service delivery beginning with the school

**PROGRAM:** **School-Based Interprofessional Case Management**

**CONTACT:** Jurley Paddock, Director  
Student Assistance Program  
Franklin Pierce School District  
315 South 129th  
Tacoma, Washington 98444  
(206) 536-5400

**AUDIENCE:** Elementary and middle school students at risk of school failure and their families

**OVERVIEW:** *For the last three years, the Franklin Pierce School District has worked in partnership with the University of Washington "C-STARS" (Center for the Study and Teaching of At-Risk Students) to implement a case management approach to service delivery for students at risk of dropping out of school. The project is part of a U.S. Department of Education Dropout Prevention Demonstration Program initiated in 18 very different Northwest school districts.*

**COMPONENTS:** **Planning:** Franklin Pierce School District has a seven-year history of student assistance programming. Two distinct trends have been observed during this time: (1) SAPs are serving increasingly younger students; and (2) the mission of many SAPs has broadened to include students at risk of school failure with partial attempts at blending special education and basic education services. C-STARS and Franklin Pierce jointly began the project in the fall of 1989.

**Program Description:** The project is managed through the district student assistance program, housed at the central administration office. Personnel include the Director of Student Assistance Programs, secretary, and two full-time case managers. The project is blended with services from district substance abuse prevention and intervention, as well as mental health counseling and special education.

The **Interprofessional Case Management** project focuses on four elementary schools that feed into one middle and one high school. This feeder system will allow project tracking and continuity in services.

The case managers have the following responsibilities:

1. **Screening:** Identifying students at risk of school failure;
2. **Advocating:** Help the student and family communicate both inside and outside the school;
3. **Service Planning:** Assess possible causes of students' difficulties in individual, family, and/or environmental concerns. Plan both short- and long-term intervention services using both school and community resources;
4. **Brokering:** Linking students and families with appropriate services in a logical sequence; and
5. **Evaluating and Tracking:** Continual monitoring and periodic assessment of need for modifications.

**Community Alliances:** The project is built upon a collaborative service delivery network between schools and social and health service agencies.

**Success Indicators:** The project is part of a comprehensive evaluation process coordinated by C-STARS. Early outcomes demonstrate a modest improvement in attendance and grades, progress in the development of case management, and well-functioning, in-school intervention teams. School/parent relationships have gone from adversarial to one of partnership and shared goals.



**Key to Success:** Successful collaboration with local agencies has helped the project succeed. The project is designed to be used as a model for others throughout the Northwest, with C-STARS providing replication start-up assistance.

Section 3:  
**Community Partnerships**

## COMMUNITY PARTNERSHIPS

Public and private funding for community partnerships is helping to fuel the rise of collaborative efforts throughout the Western Region. Some of the communities described in this section participate in the Community Partnership Demonstration Grants funded by the Office of Substance Abuse Prevention (OSAP). Others have received fairly stable sources of state, local and private monies.

All the partnerships have learned that community change takes time, patience, and a continual influx of interested people. They have also learned the power of working together, celebrating each success, and that local people really can solve local problems.

Effective school/community partnerships collaborate with agencies and organizations within their locales to provide maximum services with minimal duplication of efforts. Partnerships help communities work *smarter not harder*.

## A community network for change

**PROGRAM:** **El Cajon C.A.S.A. —Community Against Substance Abuse**

**CONTACT:** Marsha L. Saben, President  
El Cajon C.A.S.A.  
120 Rea Avenue  
El Cajon, California 92020  
(619) 442-2727

**AUDIENCE:** Community residents, youth and adult

**OVERVIEW:** *Representing a microcosm of California demographics, El Cajon is a city of 85,000 people in east San Diego County. **El Cajon C.A.S.A.** is a community coalition whose roots go back to 1988. Since that time their goal has remained the same: to reduce problems caused by alcohol and other drug abuse through education, training, and activities that promote positive healthy lifestyles. A variety of committees, projects and trainings utilizing community resources and people demonstrates a can-do attitude where the "whole is greater than the individual."*

**COMPONENTS:** **Planning:** El Cajon C.A.S.A. grew out a county-sponsored "Bottom Line" conference where community members were challenged to go back to their neighborhoods and "do something" about substance abuse. Two East County teams, Santee and El Cajon, formed together under a non-profit status and began community action programs. In 1992 **El Cajon C.A.S.A.** was awarded a five-year Office of Substance Abuse Prevention (OSAP) Community Partnership Demonstration Grant.

**Program Description:** C.A.S.A. meetings are held monthly, and committees meet as needed. The seven C.A.S.A. committees and typical activities are as follows: **Youth Leadership**—recreational activities, teen theater, tutoring groups, peer helper programs; **Business**—Drug-Free Workplace training programs and manual; **Religious Community**—networking and resource support; **Political Action**—alcohol and tobacco advertising monitoring; **Membership**—development of broad-base community



support; *Community Events*—spring conference, fall luncheon, Red Ribbon Week; and *Multi-Cultural Outreach*—networking, resource and training support.

Specific **C.A.S.A.** projects include a Resource Library, Speaker's Bureau, academic scholarships for drug-free youth, mini community action grants, quarterly newsletter and community surveys. **C.A.S.A.** sponsors community trainings in drug awareness, apartment owners/managers training, parent drug awareness, drug-free workplace, team building, and community collaboration.

**Community Alliances:** Most east county public and private agencies and organizations send representatives to the project's monthly meetings where they share needs, activities, proposals, etc. All **C.A.S.A.** activities are designed around community collaboration and to be representative of all residents and services.

**Success Indicators:** Assessment data for activities to date is not available; however, an evaluator is now monitoring the program as part of the OSAP Partnership grant.

**Obstacles:** As a program moves from a grass roots organization with little funding and structure to one with formal organizational structure and major funding, the challenge to retain the "sense of community" as a group can be great. **C.A.S.A.** members are working through this transition with ongoing communication of members' needs and concerns.



**Key to Success:** **C.A.S.A.** President Saben states, "The team-building approach to solving problems, rather than the negative 'it's not working' perspective has created an atmosphere of 'together we can.' We maximize the energies of our group and work towards visible products that impact our community."

## Sonoma County partnership pools resources to expand services

**PROGRAM:**       **The CARE Project**

**CONTACT:**       Mike Reilly, Executive Director  
River Community Services  
P.O. Box 312  
Guerneville, California 95446  
(707) 887-2226

**AUDIENCE:**       Students in grades kindergarten through 12, parents, and  
community members

**OVERVIEW:**       *Initiated in 1982 as one of the first school / community primary prevention model programs in California, the **CARE Project** is a consortium made up of 12 school districts serving approximately 8,000 students and their parents. Using a pool of combined federal, state, and local resources, the project staff plus community volunteers offer a full menu of prevention and intervention services that have evolved over the last decade.*

**COMPONENT:**   **Planning:** River Community Services is a nonprofit community-based agency that has provided services since 1982. A strategy to pool school and community-based funds has evolved over time; combined funds now come from 17 different sources that range from DFSC funds, criminal justice funds, and county human service funds.

**Program Description:** The full menu of services is comprehensive:

**Student Services:** prevention curriculum grades kindergarten through 12, individual and group counseling, student assistance programs with CARE/CORE teams, peer counseling, and peer support programs, youth employment opportunities, and summer recreational activities such as special events and field trips.

**Parent / Community Services:** parent curricula workshops, informal discussion groups, volunteer opportunities, family counseling, the "Prevention Connection" newsletter sent to 9,000 residents, and the "West County Resource Guide."

**CARE Project** staff and volunteers make presentations to community groups, write articles for local and PTA newsletters, and sponsor community drug-awareness and drug- and alcohol-free social events.

**School/Staff Services:** teacher training in curriculum and student assistance programming with follow-up support, assistance in development and distribution of district alcohol and other drug policies, and ongoing meetings with individual sites, as well as area superintendents.

River Community Services has ten full-time youth workers and dozens of volunteers from the ranks of community leaders, local law enforcement agencies, parents, and college students. Staff coordinate administratively with districts through meetings of a school superintendents' council and with individual campus prevention coordinators. Each district parent group/PTA has a liaison assigned to the program.

**Community Alliances:** Various advisory boards and committees represent members from the following fields: alcohol, drug and tobacco; education; law enforcement; community agencies; and churches. In addition to program planning assistance, the boards and committees oversee allocations and provide resources and volunteers.



**Key to Success:** A pooling of combined funds has resulted in a network of services and resources reaching thousands of people. Program staff advise flexibility to vary the program site by site and to communicate frequently with everyone involved. "The common concern about children and youth at risk has been a powerful means of linking the school and community," Director Reilly states. "Once the linkages are made, people start going beyond their normal boundaries."

## Encouraging high school graduation and higher education for all

**PROGRAM:**       **The Partnership Program**

**CONTACT:**       Patricia Logan, Supervisor, Pupil Services  
Modesto City Schools  
426 Locust Street  
Modesto, California 95350  
(209) 576-4043

**AUDIENCE:**       Modesto City Schools students, in kindergarten through  
12th grade

**OVERVIEW:**       *The Partnership Program goal is to develop programs which will increase the number of students who will graduate from high school and pursue higher education. The three "partners" are: Modesto City Schools; Modesto Junior College; and California State University, Stanislaus. The program targets all populations of students, including low income, under-represented ethnic groups, and disabled students. During the 1990-91 school year, over 10,000 students participated in partnership activities ranging from classroom presentations, parent and student workshops to tours of college campuses.*

**COMPONENTS:**   **Planning:** Citing research studies that indicate students who decide early in life to attend college are more likely to complete their high school education than students who have not identified a long-term educational/career goal, **The Partnership Program** was initiated in 1989 to increase participation and interest in higher education.

**Program Description:** Partnership activities for specific age groups include the following:

**K-6 Programs:** Students may attend drama production dress rehearsals, science presentations, tour agriculture facilities, attend "College For Kids" during the summer, and participate in a sixth grade "Math Blast" competition. In the "Saturday Semester Program," students in grades four through six "go to college" one morning each year and work with college faculty and students. "Early Outreach" for

grades five through eight targets under-represented students and families through classroom presentations in Spanish and Hmong.

**7-8 Programs:** In addition to classroom presentations and the above-mentioned activities, college staff come to junior high schools to recruit participants in the annual Hispanic Education Conference held at the junior college and present programs for eighth graders called "What Is College?" Following this presentation students and parents are invited to tour the campuses, and free transportation is provided. A "Literary Pen Pal Project" between junior and high school students encourages successful writing and critical thinking skills.

**9-12 Program:** A large variety of activities include the Hispanic Education Conference, Black Student Conference, sophomore class "What Is College?" presentations, resource specialist programs, and "Guidance 90 Classes" where seniors can earn college credit and priority registration. Many activities target multicultural youth and their parents.

**Success Indicators:** Beginning in 1992, students from one middle school will be tracked through high school and college. During the 1991-92 year, 52 partnership programs were offered.



**Key to Success:** By targeting a wide audience in both ages and ethnicity, **The Partnership Program** strives to offer something for everyone. Parents and students alike are given many opportunities to learn the "how-tos" of college application and financial aid, and every effort is made to match student interest with college program.



## Creative supervision: an innovative summer recess

**PROGRAM:** Community Partnership for Youth  
Summer and Intercession Program

**CONTACT:** Billy DeBerry, Associate Superintendent  
Monterey Peninsula Unified School District  
P.O. Box 1031  
Monterey, California 93942-1031  
(408) 649-1565

**AUDIENCE:** Youth ages six to 14 years

**OVERVIEW:** *Concerned about the potential for violence during the summer and the desire to respond to a community tragedy, the local school district, recreation department and the Salvation Army have joined with others to provide free educational and recreational activities for area youth. Because a youth survey showed that over 50 percent of these youth also were responsible for sibling child care, a concurrent preschool program was also developed. The major summer program operates on a daily basis, five days a week for six weeks. Additional activities are offered during vacation breaks.*

**COMPONENTS:** **Planning:** The Community Partnership for Youth was started in response to community meetings held after a star athlete was killed in what appeared to be a drug-related activity in the spring of 1991. Parents, school, community organizations and churches met together, and within eight weeks this "prevention consortium" had identified, developed and implemented a summer program for area youth. A survey was done with students in grades three through eight to assess interest and needs. Fifty percent of the respondents reported they were expected to take care of siblings during the summer.

**Program Description:** The summer program operates for youth six to 14 years of age, from 11:00 a.m. to 5:00 p.m., five days per week for six weeks. Younger siblings ages three through five may attend the concurrent preschool program. Both programs are free of cost, and provide lunch and snacks.

For youth aged six and up, the mornings are spent with classes such as self-esteem, math, poetry, and reading. After lunch, planned recreation programs include sports, games, arts and crafts, classes in ethnic dance, jazz and rap, and special seminars on topics ranging from alcohol and other drug awareness to baby-sitting skills.

Classes are conducted by local people. Their occupations range from local attorneys and doctors, to parents, community members and volunteers from civic organizations. For example, the Seaside City Manager leads the class on how a city government functions. Friday afternoons are reserved for special programs or field trips.

The **Partnership** has gone beyond summer programming. An annual networking coffee is held for anyone working with youth on the Monterey peninsula. The **Partnership** has also produced a youth resource directory and conducted special community workshops as needed. Thanksgiving and Christmas dinners plus gifts were provided for children at a low-income housing project. Programs have been started at four of the local schools during Christmas break.

**Community Alliances:** **Partnership** members include all agencies and organizations serving youth on the Monterey Peninsula, in addition to countless community volunteers and parents. This coalition includes the Veterans of Foreign Wars, Boy and Girl Scouts, and many local churches. Members provide funding, services, resources and volunteer as "teachers." The group has recently applied for non-profit status in the hopes of continuing the program throughout the year.



**Key to Success:** Associate Superintendent DeBerry believes the program has succeeded because all agencies work toward one goal, providing a safe environment for kids during the summer. He says, "We believe our strength is our grass roots organization where we depend on fund raising and volunteers from our community." Another **Partnership** member adds, "You don't have to be a trained teacher to help. You just need to love kids."

## Alcohol-free New Year's Eve in the streets of Honolulu

**PROGRAM:** **First Night Honolulu**

**CONTACT:** David C. Benson  
720 Iwilei Road Suite 235, Box 19  
Honolulu, Hawaii 96817  
(808) 532-3131

**AUDIENCE:** All community residents, youth and adults

**OVERVIEW:** *First Night Honolulu is a community celebration on New Year's Eve with the arts, diverse cultures and entertainment in unexpected places throughout downtown Honolulu. An alcohol-free event that provides an alternative to traditional New Year's Eve indulgences, the festival is helping to heighten public awareness of the benefits of safe, sane and sober celebrating. In two years attendance has grown from 40,000 to 75,000. Outlying Oahu suburbs would like to become "satellite" locations and requests from other islands may take the program statewide.*

**COMPONENTS:** **Planning:** Modeled after First Night Boston, some 80 cities throughout the United States and Canada have conducted similar celebrations. Local planners researched community celebrations, attended the Boston festival, and enlisted the support of hundreds of Honolulu volunteers to plan the New Year's Eve party December 31, 1990. Major funding for the first two events came from the Hawaii Community Foundation plus a variety of local corporations and businesses. **First Night Honolulu** is a non-profit, tax-exempt organization with a board of directors that meets regularly.

**Program Description:** Performances, exhibits, art and entertainment offerings take place at more than sixty locations throughout the downtown Honolulu area. Trolleys and buses run continually as free transport. Venues include bank lobbies, parks, high-rise meeting rooms, auditoriums, churches, courtyards, theaters and street corners. Many locations are provided by city and state agencies.

Beginning with a 2:30 P.M. "Children's Afternoon" that is followed by a "Seniors' Afternoon" the festival continues into the evening with disco dancing, ballet, arts and crafts, music, balloon artistry, clowning, ethnic dance troupes, etc. A midnight fireworks show concludes the celebration.

Participating artists are paid for their services. While **First Night Honolulu** is now free due to grant support, funding is expected to eventually come primarily from the public through the purchase of affordable \$5 "First Night" buttons.

**Community Alliances:** **First Night** solicits support from the entire community that includes volunteers, time, money, materials, venue usage, parking discounts, creative talent, merchant discounts and transportation to stage the celebration. Volunteers represent a cross-section of concerned people interested in providing a safe and rewarding experience.

**Success Indicators:** Newspaper editorials, publication reviews, participant letters, phone calls, and volunteer event evaluation forms are used as the primary conduits for data collection. The day after the first event the Police Chief gave the celebration credit for a fatality-free New Year's Eve. Changing community norms may also be reflected in the 30 percent reduction in year-round drunk driving statistics.



**Key to Success:** Area prevention specialists believe the celebrations have helped heighten drug-free awareness in a "multicultural community bound by traditions of New Year's celebration with alcohol." They expect this broad-based coalition of participants and attendees to form a new, dominant tradition by the year 2000.

## Making the "problem" part of the solution

**PROGRAM:** High On Life Youth Program

**CONTACT:** Aaron Angaran, Program Director  
Nevada Association of Latin Americans (NALA)  
2629 E. Searles  
Las Vegas, Nevada 89101  
(702) 399-7313

**AUDIENCE:** At-risk male and female youth ages 12 through 18

**OVERVIEW:** *The NALA High on Life Youth Program serves approximately 150 gang members, potential gang members, school drop-outs and youth who have had brushes with the criminal justice system. The program is located in the heart of a heavy Hispanic population, but participants represent other races and cultures as well. Key components are outreach, pre-employment training, tutoring, public speaking and community service. Eighteen year-old De'Aire, who according to Director Angaran went from "being the problem to being the solution," is a real public relations asset. De'Aire says, "This isn't just the best program in the state, it is the most successful in the world."*

**COMPONENTS:** *Planning:* NALA was founded in 1969 and provides an array of services that range from social and counseling to day care and English as a second language classes. **High on Life** is NALA's teen prevention program. The Nevada Bureau of Alcohol and Drug Abuse (BADA) has provided primary funding for **High on Life** since 1982.

**Program Description:** A director, counselor, two gang diversion workers and volunteers supervise the following program components:

1. *Gang Diversion / Intervention:* Boys and girls are located and invited to visit the program.
2. *School Reinstatement:* Every program member must attend or re-enroll in school. Tutoring is provided.
3. *Employment Training / Job Replacement:* Thirty-five youth at one time are offered paid work experience at



businesses, agencies, professional offices and church projects. Pre-employment training is provided first.

4. *Group and Individual Counseling:* Group sessions are mandatory.
5. *Public Speaking:* Every member joins a speaking team, is given speaking lessons, practices on video tape, and receives speaking assignments.
6. *Social and Recreational Participation:* A "dry" party is held monthly for all teenagers. Every member is on a preparations and planning committee.
7. *Leadership Training:* Every member takes turns leading a team or chairing a committee. Exemplary leaders become assistants to the Director and resources for others.
8. *Neighborhood Involvement:* Community service projects are mandatory. Members regularly white-wash graffiti and assist senior citizens.

***Community Alliances:*** Directors state the program would not exist without support from BADA (funding), the business community (work experience slots), schools (student reinstatement support), Criminal Justice (referrals, probation tracking), Housing Authority (in-kind rent and space), local churches (volunteers and family support) and local programs for senior citizens and infant/toddlers (service placement).

***Success Indicators:*** The following indicators are cited: crime in the twenty-eighth Barrio area has dropped; gangs are better controlled; 200 drop-outs were returned to school in one year; there is a de-escalation of violence; and neighborhoods are becoming safer and cleaner.



***Key to Success:*** *High on Life* concentrates on "protective factors"—nurturing, clearly defined non-negotiable rules with mutually understood consequences, and a staff that conveys high expectations through opportunities for esteem building and community service. Director Aaron Angaran says, "We teach these kids how to be good citizens. We try to turn them away from the bad in life they have to face every day."

## "One-stop shopping" for youth services and support

**PROGRAM:** **Community Neighborhood Outreach Program (CNOP)**

**CONTACT:** Kathy Atkins, Project Coordinator  
Children's Cabinet  
1090 S. Rock Blvd.  
Reno, Nevada 89502  
(702) 785-4000

**AUDIENCE:** Northeast Reno youth

**OVERVIEW:** *The Community Neighborhood Outreach Program or CNOP is a collaborative effort between public and private agencies formed to address the issue of alcohol, drug, and gang prevention for at-risk youth. Endorsing an integrated, holistic and family-focused approach, the program offers after-school, evening, and weekend activities. Funded through a Nevada State Bureau of Alcohol and Drug Abuse (BADA) grant, the program is housed in a neighborhood youth center.*

**COMPONENTS:** **Planning:** Using statistics showing high rates of youth AOD use, youth gang activity, and a rise in high school dropouts, CNOP planners proposed the program to BADA as a way to better coordinate services. The program began in January 1992.

**Program Description:** Located in the neighborhood Salvation Army Family Center, CNOP brings together the following youth advocacy agencies and groups:

1. **Children's Cabinet:** The primary agency with a full-time CNOP coordinator, Children's Cabinet coordinates and schedules access to parenting education, tutoring, family counseling, and outreach.
2. **Options 4 Kids:** A VISTA project providing after-school cultural and tutorial activities, family recreation, speakers and field trips.
3. **Foster Grandparents:** Daily individual tutoring after school.

4. *Northern Nevada Black Cultural Awareness Society / Progressive Black Men's Association*: A weekly mentoring program for middle-school African-American males to assess and develop social and personal skills.
5. *Adolescent Care and Treatment (ACT)*: Assessment and referrals.
6. *Ambassador Productions*: Social and recreational activities every Saturday from 4 to 11 PM.
7. *Washoe County Juvenile Probation*: On-site interpersonal skills/job training and "Changing Directions" program for personal growth.
8. *Youth Gang Prevention*: Presentations and youth activities.

**Community Alliances:** The Salvation Army is providing space at reduced rents, Washoe High School's student council has adopted the program for a volunteer project, and the Child Care Resource Council provides loans and training for child care providers. Other collaborating agencies include: Job Opportunities in Nevada (JOIN), the Gang Alternatives Partnership (GAP), and the Reno Police Department.

**Success Indicators:** Formal assessment will be conducted using law enforcement data. Informal interviews with individual agencies show strong community support.



**Key to Success:** Program funders believe CNOP offers an opportunity for people to "reclaim their neighborhoods." A representative from BADA comments, "This multi-disciplinary approach allows 'one-stop services' for neighborhoods in need."

## Patching up differences at the bike shop

**PROGRAM:** P.A.L. Gang Intervention Project

**CONTACT:** Carlos Madrid, Project Coordinator  
Reno Police Department  
P.O. Box 1900  
455 E. 2nd Street  
Reno, Nevada 89505  
(702) 334-2178

**AUDIENCE:** Youth gang members

**OVERVIEW:** *A group of rival Reno gang members are taking a first step towards a truce. It's happening in a 60-year-old former fire station that has been turned into a bicycle repair shop. With the assistance of social workers and police, about 50 current and former members of five gangs are joining forces on a project they hope will be the beginning of the end of their gang-related violence. Lois Duran, a gang intervention specialist, says, "The program is wonderful. We're working together—police, kids, and me, toward the same goal."*

**COMPONENTS:** **Planning:** The program was initiated by the Reno Police Athletic League due to growing concern about gang-related activities in northeast and southeast Reno. The areas have rival Hispanic gangs and drive-by shootings and other acts of terrorism have been common.

Project planners and financial backers include a neighborhood gang intervention specialist, the Reno Police Department, City of Reno Office of Planning, and the Nevada Bureau of Alcohol and Drug Abuse (BADA). The project began in 1990.

**Program Description:** The primary goal of the project is to create a neutral zone where members of two opposing gangs can work side by side for the good of their community. Youth work on bicycles acquired by police. Most are donated to needy children, some are auctioned to help finance the project, and a few are restyled as "show-quality low-riders."

Other "clubs" have been formed. One is comprised of members interested in rock climbing as an alternative exciting "high" that requires team work, and another is a car club that does body work on cars and enters them in local parades.

Coordinator Madrid is the Reno Police Hispanic liaison. He oversees the bicycle shop and the project and coordinates the shop hours and adult support. Other P.A.L. programs include boxing, wrestling, and camping trips for area youth.

**Community Alliances:** Local businesses and community residents are supporting the project with donated equipment and tools. The media has been especially supportive with feature articles and pictures. The gang intervention specialist works with the Children's Cabinet, part of the local Community Neighborhood Outreach Project (see page 3.14).

**Success Indicators:** The Police Department will track gang activity statistics. To date the department reports less activity between the two gangs.

**Obstacles:** The only obstacle cited is the continuing search for insurance for the car club.



**Key to Success:** Charismatic gang leaders were identified and empowered as key project players. They helped recruit others. Project planners also believe this project works because it goes beyond cleaning graffiti. The youth enjoy this work and receive immediate gratification from a job well done.

Juan Medina, 17, states the project is a start. "Everyone wants peace," he says, "but like the world, you can't have peace overnight." Willy Munoz, also 17, adds, "This gives us something to do. Just hanging around isn't much fun."



## Business mentors form special bonds with young students

**PROGRAM:** **Citizen Partners for the 21st Century Mentoring Program**

**CONTACT:** Barbara Steers, Sandie Smith  
Periwinkle Elementary School District 8J  
2196 21st Avenue SE  
Albany, Oregon 97321  
(503) 967-4600

**AUDIENCE:** Elementary age school children and adult mentors

**OVERVIEW:** *Part of a three-year collaboration between the Business-School Partnership of Periwinkle and First Interstate Bank, the **Citizen Partners for the 21st Century Mentoring Program** has matched 32 local businesses with nineteen Albany Public Schools. In addition to fostering self-esteem and encouraging success at school, the program is designed to help students see the connection between school experiences and the world of work, and to improve student social skills. Recently the Partnership prepared a "how-to" handbook for prospective mentors.*

**COMPONENTS:** **Planning:** The Business-School Partnership Program is a cooperative effort between the school district and the Albany area business community. The primary goals are to help students understand the business world, set career goals, and learn basic skills for the work place.

In an effort to reach younger youth, the elementary mentoring program was started in the 1989-90 school year. The mentoring planning team consisted of an elementary school principal, resource room teacher, counselor, local bank manager and employee, and the director of the Business-School Partnership.

**Program Description:** The Citizen Partners for the 21st Century Mentoring Program consists of four components:

(1) **Mentor Training:** In these sessions mentors use "how-to" handbooks that provide information on program expectations, mentor responsibilities, and how to assess mentor/student progress. Interviews with students are held to facilitate appropriate matches;

(2) **Weekly Contact:** Through phone calls and written contacts, mentors arrange activities such as reading together, sharing an interest or hobby, playing a game, having lunch together, or just walking on the playground during the school day;

(3) **Shadow Days:** Students visit the mentor's place of employment.

(4) **Evaluation:** Both students and mentors complete evaluation forms.

**Community Alliances:** The Business-School Partnership assists the program in the recruitment of mentors. The program is part of a long-term community plan to strengthen collaboration between business and education.

**Success Indicators:** Mentor participation has increased, and a school personnel report describes "increased stability and confidence" in participating students.

**Obstacles:** An ongoing challenge is ensuring that adults keep their commitments to the children. Mentor meetings and follow-up phone calls are now incorporated in the program.



**Key to Success:** The mentoring handbook was developed out of expressed need. A formalized training has resulted where expectations are clearly stated. Volunteers are now more confident and remain with the program for longer periods of time.

## Community leaders come together for the "long haul"

**PROGRAM:** Regional Drug Initiative

**CONTACT:** Carol Stone, Executive Director  
Regional Drug Initiative  
522 SW 5th Avenue, Suite 1310  
Portland, Oregon 97204  
(503) 294-7074

**AUDIENCE:** Community action planning teams/youth and adult  
coalitions

**OVERVIEW:** *A national model for community action planning, the **Regional Drug Initiative**, or **RDI** is a coalition of leaders from all sectors of the Multnomah County area committed to one primary goal—to make their community drug-free. **RDI** facilitates and provides networking among community leaders to help implement direct services and projects. In this role, many "tools" for the community action process have been developed with the intent of helping communities everywhere realize "we are all in this together."*

**COMPONENTS:** ***Planning:** From its inception in 1986, **RDI** has been a local group of policy makers from government, education, law enforcement, corrections, citizen groups, treatment providers, and private business. By April, 1987, study groups and public forums had involved over 250 people, and produced a 246-page report and a five-year "Community Agenda" to combat drug abuse at the local level. Funding is provided through private, county, and city donations plus a federal Office of Substance Abuse Prevention (OSAP) Community Partnership Demonstration grant.*

***Program Description:** The major function of **RDI** is to facilitate community programs and services that address the following six major **RDI** goals: (1) foster and change social attitudes regarding drug use; (2) make communities safe from drug abuse and crime; (3) support healthier lives for citizens and families; (4) promote a more productive work force; (5) provide an attractive climate for economic development; and (6) increase coordination among*

government, business, schools, service providers, and citizens.

The forty-plus member task force meets quarterly. Task force members and various agencies/organizations met as needed on specific committees and subcommittees to plan and implement strategies and projects. In addition to promoting this type of collaboration and action planning, **RDI** has developed various "tools" and coalitions to help the collaborative process. These include: "The Drug Impact Index," a set of 10 indicators (i.e. alcohol or other drug-related emergency room visits and juvenile arrests for drug offenses) of the effects of drug abuse in a community; a media campaign "Drugs Don't Work" to increase awareness, a workshop on drug abuse hazards; a 25-member youth coalition; and the SPIRIT committee of area religious leaders.

**Community Alliances:** The task force represents a broad spectrum of private and public organizations and agencies representative of Multnomah County citizens.

**Success Indicators:** The 1991 Drug Impact Index showed reductions in some areas such as drug affected births, student alcohol and other drug use, and arrestees testing positive for drugs. A formal evaluation is being conducted on the OSAP grant portion of **RDI's** activities. This will include a biannual community survey and a task force survey assessing the collaborative process.

**Obstacles:** Executive Director Carol Stone says "We realize that programs like ours are very long term and require slow, careful planning. We focus on building collaboration and on what works. This seems to avoid serious obstacles."



**Key to Success:** Stone calls the "active involvement of several important community leaders" the most important ingredient in successful community partnerships. She adds, "We emphasize cooperation and networking, leaving most implementation to specific organizations or committees. We promote group involvement instead of individual leadership and concentrate on long-term goals."

## Collaboration expands services

**PROGRAM:** **A.D.A.P.T. Alcohol and Other Drug Abuse Prevention & Treatment**

**CONTACT:** Pauline Martel, Program Manager  
A.D.A.P.T.  
P.O. Box 1121  
Roseburg, OR 97470  
(503) 672-2691

**AUDIENCE:** Students, families and Douglas County Schools

**OVERVIEW:** *A.D.A.P.T. is part of a Douglas County-wide prevention plan that includes prevention curriculum and intervention services. A.D.A.P.T. contracts with 14 school districts to operate and maintain a school-based Peers Helping Peers program and also conducts school support, intervention, and INSIGHT groups. The agency provides individual and family counseling, alcohol/drug screens and assessments, community education programs, teen parenting classes, and inservice instruction to schools and other agencies.*

**COMPONENTS:** **Planning:** A.D.A.P.T. began providing services in 1982 when agencies and community residents expressed concern over early use of alcohol and other drugs, high school drop-out rates, and the growing number of young people cited for alcohol and other drug-related offenses.

**Program Description:** The A.D.A.P.T. staff coordinates training in commercially available prevention curricula for students and parents.

Direct services to students include the following: (1) Peer helper program three-day retreat camps held three to five times per year for 25 to 30 students and staff; and (2) School-based facilitation of peer helping groups, INSIGHT groups, and support groups for junior and senior high students as determined by individual schools.

**Community Alliances:** As part of a county-wide network of prevention/intervention services, A.D.A.P.T. receives



assistance from many local groups. The Douglas County Youth Services Commission and County Prevention Team participate in A.D.A.P.T. program development.

**Success Indicators:** Martel cites the following indicators as evidence of impact: students are accessing available support services voluntarily; more students are entering treatment; peer helper program participants are increasing each year; and students report a high involvement with school and family. While alcohol abuse remains high, other drug use appears to be dropping off.

**Obstacles:** The primary obstacle has been stable funding and the lack of information on the part of the community at large regarding the scope of the alcohol and other drug problem.



**Key to Success:** Program Manager Martel believes the collaboration and cooperative sharing of services in Douglas County has been a major factor in the success of the A.D.A.P.T. program.

## Promoting caring community connections and bonds

**PROGRAM:** **Mentoring Project Connect**

**CONTACT:** Kate Palevich, Community Coordinator  
A.S.A.P. Together Community Task Force  
P.O. Box 1154  
Carnation, Washington 98014  
(206) 333-4163

**AUDIENCE:** Students ages eight to 18 and adult mentors

**OVERVIEW:** ***Project Connect** is built upon protective factor research that shows when youth are bonded to conventional systems and people, they are less likely to engage in unhealthy behavior. In its second year of operation, **Connect** has matched 60 students with adult volunteers. The three-faceted program offers mentoring opportunities such as Big Brother / Big Sisters; Tutoring; and Job Shadowing / Apprenticeships.*

***Project Connect** is individualized for each volunteer and each student. The results, however, are the same: stronger and healthier community bonds.*

**COMPONENTS:** **Planning:** The Carnation/Duvall Together Community Task Force called A.S.A.P. (Alcohol and Substance Abuse Prevention) began in 1988 with the challenge of developing coordinated substance abuse strategies in a large, isolated rural area experiencing rapid growth. **Project Connect** is just one of the many community services A.S.A.P. coordinates with the Multi-Service Center of Sno Valley. **Connect** has recently received funding from the National Volunteer Agency ACTION.

**Program Description:** A project director oversees program operations. Students between the ages of eight and 18 are referred by counselors, teachers, peers, or self. Community and school adult volunteers serve as mentors.

Mentor roles may range from tutors who help with homework, Big Brothers/Big Sisters who help develop social

skills in recreational or relaxed school settings, or adults who provide job shadowing opportunities.

Mentors agree to a one-year commitment and receive training in areas such as learning styles and how to initiate dialog around diversity. Monthly meetings are held to address mentor needs and concerns. Mentors apply for these volunteer positions as they would another job involving work with children and youth. Thumbprints are sent to the State Patrol, references are checked, contracts are signed, and interests and hobbies are documented along with the subjects and age groups the mentor feels competent working with. Time commitments are as varied and as flexible as the individuals involved.

**Community Alliances:** Through A.S.A.P. and the Multi-Service Center of Sno Valley, **Project Connect** already enjoys the "connection" with private and public social service agencies and organizations. The project also draws volunteers from the schools, churches, and PTSA groups.

**Success Indicators:** A.S.A.P. task force members report they have witnessed an increase in collaborative activities, drug-free events, awards and recognitions for participating students and adults and increased community and school pride.

**Obstacles:** To work around territorial agencies, project planners advise written clarification of goals and objectives and a replenishing supply of volunteers.



**Key to Success:** The following strategies are reported as helping **Project Connect** grow: perseverance; celebrating the little successes; a collaborative approach; outside funding; and "especially, fostering good relationships with the media."

## A Community FOCUSED on Changing The Norms

**PROGRAM:** Kennewick FOCUS

**CONTACT:** Dr. Gary M. Fields, Superintendent  
Kennewick School District  
200 S. Dayton Street  
Kennewick, Washington 99336  
(509) 736-2645

**AUDIENCE:** Student and adult community members

**OVERVIEW:** *FOCUS is a school /community partnership to promote an alcohol /drug-free environment for Kennewick youth. Acting as an "umbrella" organization of key parent, community, and school adults and youth, FOCUS is a comprehensive effort to eliminate alcohol and other drugs as a "normal" part of growing up for children in Kennewick.*

**COMPONENTS:** ***Planning:** In the spring of 1990, needs assessments given to parent leaders and school staff identified the top district priority as "increasing school district emphasis on alcohol and other drug prevention/intervention." This assessment, combined with a student use survey for grades five through 12, gave new urgency to existing prevention efforts. FOCUS "officially" began in April 1990.*

***Program Description:** FOCUS is divided into three main working groups: (1) **Community Task Force**; (2) **AODA (Alcohol and Other Drug Awareness) In-district Steering Committee**; and (3) the **Kennewick Parent Network**.*

The 33-member **Community Task Force** is comprised of key leaders from agencies and organizations. There are six youth members. Their "focus" is to encourage wholesome activities, educate themselves about alcohol/drug use, and to serve as positive role models for children. The task force is divided into seven "action" committees: executive board; funding and allocations; publicity, education and awareness; parent relations; community relations; school relations; and

student activities. The executive board meets monthly; committees typically meet more often.

Activities have ranged from alcohol-free New Year's Eve Parties (500 students), Cinco De Mayo celebrations, and tailgate parties before the high school "big game" with 1,000 in attendance.

The **AODA In-district Steering Committee** is comprised of school staff who plan and implement school-based prevention/intervention services. These include prevention curriculum, peer helping programs, student use surveys, student assistance programs, and staff training and inservice. An annual alcohol and other drug abuse awareness week is held every spring.

The **Kennewick Parent Network** has 3,000 members who promote healthy chaperoned alcohol and drug-free activities and parent support. (See *Sharing Your Success, Volume I* for more details.)

**Success Indicators:** Community mobilization continues as evidenced by an increase in prevention and intervention programs and an increase in adult and youth participants at **FOCUS**-sponsored events. The most recent student use surveys from February 1992 show the age of first use has increased and frequency of use has declined.



**Key to Success:** Superintendent Gary Fields states, "I am convinced parents are the single untapped source of prevention in our schools and communities. Positive modeling may be the most important gift we can give our students."



## Community linkages present a united stand

**PROGRAM:** **Marysville Community Drug Abuse Prevention Coalition**

**CONTACT:** Fred McCarthy, Assistant Superintendent  
Marysville School District  
4220 80th Street NE  
Marysville, Washington 98270  
(206) 653-7058

**AUDIENCE:** Students and community members

**OVERVIEW:** *A broad-based community group, the **Marysville Community Drug Abuse Prevention Coalition** is divided into 17 components with specific goals and objectives. Coalition activities and programming have resulted in a county drug prosecution unit, the demise of graffiti on school and community walls, alcohol and other drug counselors in each secondary school, and "Project Chain," a collection of 5,300 symbolic "links" signifying community unity towards the elimination of substance abuse.*

**COMPONENTS:** **Planning:** The Coalition was formed in November 1986 after a group of 56 community, school, and government leaders met and concurred on the need for a community-wide coalition to address drug abuse prevention. Key planning committee members were the school district superintendent and city police chief.

Members quickly recognized the need for specific substance abuse training for school district staff and community members. The Marysville Masonic Lodge has donated funds over a two-year period to provide trainings in signs and symptoms of adolescent substance abuse, adolescent chemical dependency treatment, and children of alcoholics classroom interventions.

**Program Description:** The 17 community "components" include, but are not limited to, the following: Marysville churches, newspapers, police department, county prosecutor's office, community alcohol and drug counselors, school district intervention specialists, school district Alternative Learning Center, and elementary, middle, and

high schools. Youth serve on many of the component committees.

Each component submits yearly goals to the **Coalition**. These "Prevention Coalition Component Plans" list the following: group name; group leader; primary objective; when it will be achieved; who will be responsible; and how it will be evaluated.

These may change from year to year. The 1991-92 **Coalition** objectives ranged from "creating more drug-free community activities" and "initiating student awareness and educational groups," to "developing a parent network and publishing a parent directory," and "continuing the student mentorship program between the Alternative Learning Center and Marysville Middle School."

**Community Alliances:** Groups participating in the **Marysville Coalition** represent a broad spectrum of private and public agencies and organizations. The **Coalition's** funding reflects this community collaboration. They include a total of 11 different funding sources that include federal, state, district, private foundation, and local business monies.

**Success Indicators:** Specific staff trainings are evaluated by participants, and each school-based component is monitored by the building principal. **Coalition** members point to ongoing expansion of activities as the primary indicator of continual success.

**Obstacles:** An early obstacle was low meeting attendance. **Coalition** members quickly agreed on organized, "meaningful" agendas, a regular procedure for reporting, and a time-limited format of one hour.



**Key to Success:** **Coalition** members attribute their ongoing success to the involvement of many diverse community groups and to the utilization of goal statements for each component. A regular review of these goals has helped keep the group on track. Additional advice: "recognize all efforts" and "be persistent."

## A tough law, rigorously applied, appears to be working

**PROGRAM:** Seattle Drug-Free Zone Program

**CONTACT:** Maury Bell, Drug-Free Zone Coordinator  
Seattle Police Department  
610 3rd Avenue  
Seattle, Washington 98104  
(206) 684-7555

**AUDIENCE:** Schools and neighborhoods

**OVERVIEW:** *Since passage of state Drug-Free School Zone legislation in 1989, Seattle has become a national model for partnerships between schools, neighborhoods, city government, and the criminal justice system. Key players in this partnership include students who distribute program information in the neighborhoods where they live, King County prosecutors who agree not to plea bargain or reduce charges for violations, and the city engineers who contribute graphics and install drug-free zone signs.*

*"I'm not in a school zone, am I?" is a question Seattle police report they hear frequently in the midst of drug arrests.*

**COMPONENTS:** **Planning:** Coordinator Bell developed the program in partnership with crime prevention and police specialists, city and school department staff, students, neighborhood residents, businesses, and staff from the King County prosecutor's office. Program development began in January, 1990 with the use of city general funds.

**Program Description:** The Washington State Omnibus Drug Act of 1989 established a 1,000 foot zone around every school and all public parks, providing for an additional 24 months penalty to any adult convicted of selling or intending to sell illegal drugs. The normal sentence is 21 to 27 months on a first offense. With the added penalty provision, first-time offenders can expect to spend about four years in jail. Forty-five states in the United States have similar state-wide laws.

In March 1990 the Seattle Police Department assigned a full-time program coordinator to organize the **Drug Free Zone** program. In an effort to publicize the program and enlist support, the coordinator organizes groups of parents, students and teachers at each school/neighborhood site to learn about the program and distribute flyers to local residents. Additionally, each school principal sends a parent letter, and community members and businesses are given small maps of the drug-free zone areas produced by the city department of engineering.

The **Drug Free Zone** program attempts to do more than to educate and inform citizens about how to report drug activity to law enforcement. Each presentation includes prevention messages; and every community flyer lists local phone numbers for assistance and referral, including helplines, community service officers, and school counselors.

**Community Alliances:** Private and public agencies and organizations around each school receive personal presentations from the program coordinator and local school staff and students. Many community members help distribute program information and maps.

**Success Indicators:** Over 200 public and private schools in Seattle have designated drug-free zones. Approximately 78,000 parent letters have been sent, and 150,000 flyers have been distributed by students and adults. Coordinator Bell reports a sharp reduction in drug activity around the participating schools. Over 70 arrests have been made, with sentences averaging four to six years.



**Key to Success:** This program began with the commitment of the Mayor, Chief of Police and school leadership, but according to Coordinator Bell, the real key to success has been the direct participation of the students and community members. "Once these two groups bought in," he states, "we were home free."

## After-school safety net to reduce appeal of gangs and drugs

**PROGRAM:** **Growin' To Win**

**CONTACT:** Doug Swanberg, Division Director  
Metropolitan Development Council  
622 Tacoma Avenue South; Suite 6  
Tacoma, Washington 98402  
(206) 627-8588

**AUDIENCE:** Elementary and middle school students

**OVERVIEW:** *Based on the premise that "youth in a safe, stable environment, don't usually get into trouble with gangs and drugs," **Growin' To Win** is an after-school program operating in four Tacoma schools, one middle and three elementary. From 2:20 to 6:00 P.M. kids get help with homework, receive healthy snacks, and participate in recreational activities and field trips. For some schools, the program will continue throughout the summer with expanded hours and more flexible enrollment.*

**COMPONENTS:** **Planning:** In 1989 the Metropolitan Development Council, a community non-profit support and outreach agency, and Tacoma Public Schools joined in discussions as a result of an increase in drug/gang recruitment on the streets after school. A consortium called "Positive Alternatives for the Children of Tacoma" (PACT) was formed, and in the last three years a total of six projects have been started in high-risk neighborhoods. **Grown' To Win** is one such project that began in November, 1991. District DFSC funds support project activities.

**Program Description:** Each of the four schools has a full-time youth intervention specialist, a part time recreation specialist, and several college student interns to run the after-school programs. In some cases the schools also have community volunteers and tutors who help with activities. A typical afternoon may include the following:



- 2:20-- Program start-up, "chill out" time to get books, music, and supplies and show staff their homework;
- 2:40-- Study groups formed for homework;
- 3:30-- Hot snack;
- 4:00-- Announcements, recreation, field trips, and arts and crafts;
- 6:00-- Debriefing and adjournment.

Youth served are referred by the school and include students experiencing problems with school achievement, gang or drug-related involvement by the student and/or their family, and status as a true latchkey child. Typically each school can serve 20 children. There are long waiting lists for available spots.

**Community Alliances:** The Metropolitan Development Council has an extensive referral network with 27 social service agencies in the community. The Council has recently started a volunteer program that offers opportunities for local college students and business groups to volunteer in Council programs.

**Success Indicators:** The Tacoma Public Schools will evaluate the program. Results were not yet available.

**Obstacles:** In some schools, no outside organization had ever provided daily services on school premises. Project staff worked carefully to build trust and assure staff that no activities would circumvent school policy.



**Key to Success:** The program was made possible through school and community partnerships. Project coordinators state, "This helps take the schools out of the 'hot seat' and brings a broad base of support to address the problems of youth typically attracted to drug and gang-related activities."

Section 4:  
**Parent Programs/Family Support**

## PARENT PROGRAMS, FAMILY SUPPORT

Today, engaging parents as active participants in school prevention programs is challenging *every* school. However, some programs seem to be working better than others. In these programs parents are asked to help plan and organize activities that range from community forums to parent support groups. When a parenting curriculum is offered, a variety of classes addresses the "ages and stages" of both adults and children. In the descriptions that follow you will read about programs where parents learn prevention strategies along with their children, and you will also learn about grandparent support groups designed for the many senior citizens raising their second families.

## Classes led by parents "like them"

**PROGRAM:** P.A.P.A. Placer Active Parenting Association

**CONTACT:** Tad Kitada, Prevention Coordinator  
Placer County Office Of Education  
360 Nevada Street  
Auburn, California 95603  
(916) 889-5909

**AUDIENCE:** Parents of children in grades kindergarten through 12

**OVERVIEW:** *Placer County parents are wearing hot-pink T-shirts and neon green "Come to P.A.P.A." buttons to encourage an even larger participation in the district parenting classes. Based on the nationwide "Active Parenting" program, over 500 parents have attended classes in the last two years. Trained parent facilitators who lead the program in teams of two say, "This class is not just about parenting....it's about relationships. We support each other."*

**COMPONENTS:** **Planning:** During the 1988-89 school year, a total of only 45 parents attended county-wide parent education offerings. The California Alcohol Drug Prevention Education (CADPE) local coordinating committee set new goals and a major commitment to increasing parent participation. The "Active Parenting" curriculum from Georgia was selected, and the first classes were offered in Fall, 1989.

**Program Description:** P.A.P.A. offers two six-week classes: one for parents of elementary age children, and another for parents of fifth through twelfth graders. The interactive sessions are taught by trained parent facilitators and are video based. Humorous vignettes show effective parenting practices and model new skills. Topics include setting limits, instilling courage and self-esteem, and developing responsibility through discipline. Parents of older students view segments on sexuality and substance abuse.

Parents in P.A.P.A. classes complete "family enrichment activities" after each session and report the results back to the group.

A community model, Placer County Office of Education has also trained representatives from churches, counselors from local agencies, and ethnic programs such as Chapa De Native American Center to facilitate the program for the populations they serve. Corporate employees are being trained to offer lunch-hour parenting programs at their businesses.

**Community Alliances:** P.A.P.A. works with all local public and private agencies through the CADPE Local Coordinating Committee and other interagency councils.

**Success Indicators:** Program assessment tools were not cited. In two years P.A.P.A. has trained over 500 parents in most of the county's 50 schools. Over 200 parents, teachers, and community members have been trained as program facilitators.

**Obstacles:** The primary obstacle was coordinating a county-wide program with 19 different school districts. The Placer County officer of education coordinates all facilitator training and all classes. Monthly meetings with parent facilitators at individual sites have proven to be more effective than holding meetings at district offices.



**Key to Success:** County Prevention Coordinator Kitada believes two main strategies have contributed to parent participation and success: (1) using parents as peer facilitators in a peer helping model; and (2) broad-based community support through the Local Coordinating Council. "Parents come to this class," he says, "because they are led by parents at their own school who they know are going through the same experiences they are."



## Families learn together through take-home lessons

**PROGRAM:**      **Healthy Choices Build Healthy Families**

**CONTACT:**      Suzanne Summerfelt, Teacher Specialist  
Parent Education Substance Abuse Prevention  
Glendale Unified School District  
4747 New York Avenue  
La Crescenta, California 91214  
(818) 249-5104

**AUDIENCE:**      Parents and families of district students in kindergarten through sixth grade

**OVERVIEW:**      *Part of a comprehensive Glendale Unified School District Parent Education Program, **Healthy Choices Build Healthy Families** was developed by local school personnel and parents as the home/school component to promote child success and parenting skills. Six single-page, take-home lessons for each grade level compliment concepts taught in the school-based Substance Abuse Prevention Program.*

**COMPONENTS:**      **Planning:** In 1990 school staff and parents expressed the need to reach out to those parents who do not regularly come to school, particularly in ways to promote healthy family/child relationships. Strategic planning action teams with volunteer teachers, parents, and community members identified "family involvement in the education of their children" as the highest priority of 15 district goals. A parent education coordinating committee was formed with representatives from each district school.

**Program Description:** The comprehensive parent education program has four primary components: (1) a district-developed parent education curriculum; (2) staff/parent trainings in parent leadership and home/school communications; (3) special seminars for parents of high-risk children; and (4) the **Healthy Choices Build Healthy Families** home/school program.

Six take-home lessons in **Healthy Choices Build Healthy Families** address the following topics: communication;

discipline at home; parent-teacher partnerships; how to help your child succeed at school; building self-esteem; and preventing alcohol and other drug use. The six-week lessons correspond with concepts taught in the district substance abuse prevention program and are sent home once per week starting with Red Ribbon Week. An anti-smoking lesson is usually sent during The Great American Smoke Out Week in November.

Lesson topics include: "Five Ways We Can Have Fun"; "How Do You Feel About Smoking?"; "Good Things About Us"; "What Would You Do If You Were Offered Drugs?"; and "Choices Have Consequences."

Parents complete the lessons with their children. The lessons are available in English, Spanish, Armenian, and Korean and are sent home in weekly "Thursday Folders" returned the next day.

**Community Alliances:** The Parent Education Program is supported by business, health services, law enforcement, and PTSA-PTO groups.

**Obstacles:** Major challenges were meeting the needs of the various languages and cultures of district parents. The planning committee made every effort to be culturally sensitive when designing the lessons and translated all materials to meet parent needs.



**Key to Success:** Teacher specialist Summerfelt states the following factors contribute to program success: teacher cooperation with the "Thursday Folders"; certificates for family participation; and a strong district delivery/support system. She adds, "Having the lessons contain prevention information also validates the many hours our teachers spend on classroom prevention lessons."

## Parent involvement means grandparent support

**PROGRAM:** Grandparent's Support Group

**CONTACT:** Nancy Sorensen, School Nurse  
Monterey Peninsula Unified School District  
P.O. Box 1031  
Monterey, California 93942-1031  
(408) 649-3745

**AUDIENCE:** Grandparents of school-age children

**OVERVIEW:** *The Grandparent's Support Group began as a response by the school nurse to the number of grandparents observed bringing children to the elementary school. The aging adults were seen as needing support for their added responsibilities of raising "grandbabies" whose parents may be addicted to alcohol and other drugs, incarcerated, on the streets, working, or not available to their children. School Nurse Sorensen states, "I don't think people realize how many grandparents have charge of children. These people need support." National statistics show that over three million children are being raised by grandparents.*

**COMPONENTS:** ***Planning:** The first "official grandparent event" was an all-school "Celebration of Grandparents" tied into the National Grandparents Day. The idea for the event came from the school principal, eager to involve and support grandparents in school activities. This celebration included an all-school assembly, community dignitaries, lunch, and classroom time. The first support group was held that day. Forty-six grandparents were in attendance.*

***Program Description:** Since the initial support group meeting in fall 1991, a core group of six grandparents attends each meeting and helps determine the direction of the group. This core group runs a "calling line" to contact other members. The school nurse acts as a facilitator making speaker arrangements and gathering requested materials and resources.*

Increased demand for the group has resulted in twice-monthly meetings, held during both day and evening hours in the school library. Childcare and snacks are provided, and help with transportation is available. Every school newsletter contains information about the program.

Grandparents determine the topics to be discussed. Through shared experiences and ideas, topics have included health care of grandparents and families, information and education on gaining access to community systems, alcoholism and other drug addictions, co-dependency, caring for drug-exposed babies, and parenting skills.

**Community Alliances:** The grandparent groups receive support and publicity from numerous local agencies and organizations. Businesses contribute food and flowers for the September celebration, and social service agencies present and provide information on gaining access to local resources. Churches and community youth partnerships disseminate meeting information.

**Success Indicators:** Informal indicators include increased attendance and networking among grandparents, increased grandparent participation in school and community activities and an increase in grandparent requests for parenting/health programs and information. The program expects to expand to additional school and community sites in the 1992-93 school year.



**Key to Success:** Nancy Sorensen, program facilitator, sums up the success of the groups, saying, "Let the grandparents own the group and take responsibility for contacting others. They have to want the group and choose their own direction. I just provide support."

## Parents train together to teach in the classroom

**PROGRAM:** Parent Educator Program (PEP)

**CONTACT:** Elaine S. Prendergast, Project Director  
Center For Human Development  
391 Taylor Boulevard, Suite 120  
Pleasant Hill, California 94523  
(510) 687-8844

**AUDIENCE:** Parents and community members

**OVERVIEW:** *The Parent Educator Program (PEP) trains parent volunteers to present alcohol and other drug prevention curricula in elementary school classrooms. Parents work in teams to present material from school-approved curricula in sequential sessions. In addition to working with students at school, the PEP parents also become a trained cadre of "preventionists" able to help with local community action strategies. The program has trained more than 1,500 parents in Northern California and reached over 50,000 students.*

**COMPONENTS:** *Planning:* The program began as a pilot in California's Contra Costa County in 1979, started by parents concerned about youth and drugs and the lack of prevention programs in classrooms. The parents joined with Center for Human Development staff to devise parent training and support services. The initial training manual was written in 1981 and revised in 1990.

*Program Description:* "Parent Educators" attend seven, three-hour sessions conducted by Center for Human Development certified trainers. The course focuses on communication skills, effective teaching strategies, classroom management, group development, attitude awareness, and basic alcohol and other drug facts. Parent Educators can be parents or community volunteers; over 50 percent are employed full-time.

Parent Educators always work in teams of two. Once trained, they meet with classroom teachers to schedule



classes and discuss the school-selected prevention curricula. Depending on grade level and chosen curriculum, the volunteers spend 30 to 60 minutes with a class over a period of six to 14 weeks.

Group process techniques such as establishing ground rules, inclusion and warm-up activities, and group discussion are used to create supportive environments for children. Classroom teachers are present during each lesson.

**PEP** site coordinators serve as liaisons between the school staff, the Parent Educators and the Center for Human Development. These volunteers coordinate recruitment of volunteers, solve site problems, and attend special trainings and monthly informational networks. Every Parent Educator attends "Recertification Day Training" each fall to update skills. An annual celebration luncheon recognizes all **PEP** volunteers.

**Community Alliances:** Local businesses provide work-release time for volunteers as well as funds and materials. The program works closely with law enforcement, local media, health-related agencies and most school sites have **PEP** positions on PTSA/PTO boards. The program is part of a County Drug and Alcohol Action Plan and works closely with a local OSAP Community Partnership Project.

**Success Indicators:** Process evaluation data suggest the program is supported by students, teachers, and administrators, and indicate student knowledge gains in areas such as AOD information, refusal skills, and decision making. Some districts report drug use declined since the program was in place.



**Key to Success:** Project Director Prendergast believes, "Two things set the **Parent Educator Program** apart from other elementary prevention projects: (1) the use of trained parent volunteers in the classroom; and (2) a facilitation style which creates a positive group environment that maximizes learning."

Section 5:  
**Comprehensive Programs**  
U.S. Department of Education  
1991-92 Drug-Free School Recognition Programs

# **COMPREHENSIVE PROGRAMS**

## **1991-92 U.S. DEPARTMENT OF EDUCATION**

### **DRUG-FREE SCHOOL RECOGNITION**

### **PROGRAMS**

Schools that describe themselves as having *comprehensive* programs generally attribute their overall success to the combination of many parts.

These parts include ongoing assessment of both student prevention/intervention needs and the establishment of baseline data to help measure and evaluate progress. Comprehensive programs have clear and consistent policies that provide for helping, not just suspending, students. Students receive alcohol and other drug prevention instruction in the classroom and have access to a variety of student services ranging from support groups to youth clubs and peer helping programs.

Teachers and staff are continually offered inservice training to stay current in both prevention research and strategies, and parents and community members are welcomed as active participants in all prevention efforts.

The following summaries describe a variety of comprehensive models. This section also includes the 1991-92 Drug-Free School Recognition Programs. Every year the U.S. Department of Education selects schools throughout the nation that best exemplify comprehensive programming. This year ten programs from our region were awarded this honor.

## Police and politicians plan with schools, students and parents

**PROGRAM:** Drug Abuse Prevention Program (DAPP)

**CONTACT:** Javane J. Strong, Program Manager  
Berkeley Unified School District  
2134 Martin Luther King Jr. Way  
Berkeley, California 94704  
(510) 644-6070

**AUDIENCE:** District students, parents and community members

**OVERVIEW:** *The Drug Abuse Prevention Program, or DAPP, as it is known to community members, is a coordinated effort between the Berkeley Unified School District and the Berkeley Police Department. Emphasizing the strong need for inter-agency cooperation and community involvement, DAPP has combined a variety of prevention and intervention programs and activities targeting students, families, and their neighborhoods.*

**COMPONENTS:** **Planning:** Informal surveys of parents, students, and teachers indicated a need for both drug prevention courses and a concise district policy against drug use in the schools. A planning team that included district administrators, teachers, law enforcement personnel, Berkeley City Hall representatives, community members, and youth developed the model; and the program began in 1985. It has evolved over time to include new services designed to address specific needs. Western Regional Center trainings and technical assistance have been ongoing.

**Program Description:** There are four primary components of DAPP:

1. **Drug Education/Prevention** curricula and activities at three intermediate schools grades four through six;
2. **Drug Abuse Intervention /Counseling** providing school- and community-based services at the junior and senior high schools;

3. **Mentoring Program** matching high-risk students with caring adults and/or big brother-big sister for three hours per week; and
4. **Community-Wide Drug Education/Prevention** including parent support groups, parent workshops, information access, and community meetings.

**Community Alliances:** The DAPP Advisory Board has representatives from public and community agencies, school resource officers, parents, and students. Together they plan, design, and implement DAPP activities. For example, a new city/school district drug control policy was adopted in a first-ever joint city hall and school board meeting. DAPP was also instrumental in a media campaign designed to counter Berkeley's historic liberal attitude with regard to drug use and abuse.

**Success Indicators:** Interviews with school staff and surveys of participants in prevention activities are cited as examples of program effectiveness. Staff, community members, and city officials have reported increased awareness about prevention and intervention strategies.

**Obstacles:** Reduced funding is an ongoing challenge. DAPP aggressively seeks competitive federal and corporate funding and has been successful in acquiring mini-grants from local service clubs.



**Key to Success:** From the beginning DAPP utilized a planning strategy that involved politicians, law enforcement officials, school administrators, community parents and high-risk youth. "The interest and participation of all these concerned citizens," says Javane Strong, DAPP's program manager, "ensures a comprehensive approach and has helped make this program a success."



## "FACING IT" together under one umbrella

- PROGRAM:** Fortuna Area Comprehensive Education-Intervention Team (FACE-IT)
- CONTACT:** Bruce McCarthy, Project Director  
Fortuna Union High School District  
379 12th Street  
Fortuna, California 95540  
(707) 725-4461
- AUDIENCE:** Students in kindergarten through 12th grade and their families

**OVERVIEW:** *In addition to academic restructuring, schools in Northern California's Humboldt County are developing collaborative programs to provide more effective and wholistic services to high risk students and their families. **FACE-IT** is one such collaboration. Utilizing California Office of Criminal Justice Planning (OCJP) funds, the program concentrates on prevention education, intervention, and suppression. Early program results show increased communication between public and private organizations, increased self-referrals for intervention and a slight drop in alcohol use.*

**COMPONENTS:** **Planning:** In addition to county-wide alcohol and other drug student use surveys, program planners cite an informal assessment that showed the need to develop an umbrella program for existing activities that with a single funding source would allow collaborative planning and implementation. **FACE-IT** began in July 1990. It is a partnership with Fortuna Elementary, Rohnerville Elementary, Fortuna Union High School Districts and the Fortuna police department.

**Program Description:** **FACE-IT** directs efforts in three main areas:

1. **Education/Prevention:** All students in kindergarten through twelfth grade students receive prevention curricula either through national commercially available programs, D.A.R.E., peer educator classes, or teacher-

generated materials. Local businesses offer discounts for alcohol and other drug abstention through the "It Pays..." program. "Free From Alcohol and Drugs" (FFAD) is a parent-sponsored group that provides monthly activities for high school students. Parent education and support is provided through a variety of parenting skills curricula and workshops designed for specific ages and stages of children. Teachers and school staff receive training in curriculum implementation, suicide prevention, parenting programs, and resiliency.

2. *Intervention:* A student assistance program model with study teams links referred students with school and community-based services. Peer counseling and "Friendship Clubs" provide youth to youth support.
3. *Suppression:* Law enforcement and school activities are designed to uphold the law and reduce available substances on and around campus. These activities include a recently re-written TAOD and athletic policy, on-campus officers, and two to three "walkthroughs" per week on school campuses. Local officers also present community education programs on influence recognition and sales to minors.

**Community Alliances:** A community model, **FACE-IT** utilizes local agency counselors in the intervention program, and local civic organizations support D.A.R.E. and the parenting education program. Businesses participate through the "It Pays...." incentive program.

**Success Indicators:** Intervention program records indicate gains in attendance, academic achievement, and positive behavior. The 1991 county survey showed alcohol and other drug use down.



**Key to Success:** Program Director McCarthy believes the "single umbrella" approach to services helps give students more options and directions. He advises, "Don't be afraid to fail and take risks... try new approaches, be positive, and look critically at how you are doing."

## Self-esteem lays the foundation; prevention + and community service are "bricks"

- PROGRAM:** **Ali'iolani Elementary School**  
*1991-92 U.S. Department of Education Drug-Free School  
Recognition School*
- CONTACT:** Mrs. Haroldeen Wakida  
1240 7th Avenue  
Honolulu, Hawaii 96816  
(808) 737-2424
- AUDIENCE:** Elementary students, grades kindergarten through five

**OVERVIEW:** *Eighty-one percent of the students at Ali'iolani come from Asian/Pacific Islander families. The percentage of immigrant children from Vietnam is steadily increasing. The foundation of Ali'iolani's drug program is the belief in providing children with opportunities to build positive self-concepts. To this end, a variety of health and guidance programs are utilized. These programs are beginning to show students' gains in self-management and responsibility.*

**COMPONENTS:** **Planning:** State student use and attitude surveys for grades six, eight, ten, and 12 indicated that Ali'iolani students were both exposed to, and involved with, alcohol and other drug use. In 1987 the school staff expanded the existing self-esteem building curriculum to include more specific prevention activities.

**Program Description:** Ali'iolani's approach to drug education endorses the belief that students with good self-concepts will be better able to make positive, responsible choices. A variety of programs and activities address this approach.

The Idaho-based self-esteem "Positive Action" program is taught three times a week in every classroom (see Section 8, page 8.10). This course is supplemented by "McGruff" materials, Weekly Reader "Say No To Drugs," and D.A.R.E. There are mandated health classes for all grades.

Additional components of the **Ali'iolani** program include "Reading Buddies" where parent volunteers read with students in grades two through five, drama education performances designed to enhance self-esteem and "Banana Splits" support groups for children from single-parent homes.

Various special events and community service programs are held annually. These have included "Love the Elderly" projects and fund raisers for homeless persons, veterans, and local charitable organizations. A "Special Friends" program gives students a chance to befriend students in special education programs. Twenty-two students participate in the Jr. Police Officer (JPO) program and help with school street crossings and school safety issues.

Students also participate in the "No Hope In Dope" program, where prisoners and drug-free resource speakers discuss personal stories during assemblies.

Frequent discussion forums and workshops are offered to parents. Titles have included "How to Talk so Your Children Will Listen," "Helping My Child to Achieve," and "Strengthening Family Relationships."

**Community Alliances:** The Honolulu Police Department, Child and Family Services, Family Court, and the Coalition for Drug-Free Hawaii play particularly supportive roles in the **Ali'iolani** program. The YMCA participates in the school's A+ After-school program.

**Success Indicators:** Program staff report decreases in school incident reports and show students gaining in self-management and responsibility. Students are also showing improvement in citizenship, personal and social attitudes, and in academic achievement.



**Key to Success:** The **Ali'iolani** program combines prevention education with opportunities for community service. Principal Wakida states, "We want our students to become life-long learners, in addition to being responsible productive members of society."

## Together in partnership, the Hanalei community works with the schools

- PROGRAM:** **Hanalei Elementary**  
*1991- 92 U.S. Department of Education Drug-Free School Recognition Program*
- CONTACT:** Nichols Beck, Principal  
P.O. Box 46  
Hanalei Hawaii 96714  
(808) 826-6266
- AUDIENCE:** Elementary students, grades kindergarten through six

**OVERVIEW:** *Hanalei, a remote rural area on the North Shore of Kauai, is in transition from a stable farming and fishing community into one of tourism and resort development. The school has a transiency rate in excess of 95 percent. With such a diverse and mobile student population shifting from majority Pacific Islander to Caucasian, staff at **Hanalei Elementary** have chosen to focus attention on becoming the "constant stabilizing institution in students' lives." Principal Beck states, "We must extend our self-esteem building to reach children not only in the classroom, but also in the hallways, on the playground, and before and after school."*

**COMPONENTS:** **Planning:** A 1986 school climate survey administered to faculty and staff indicated a high percentage of students with poor attendance and high incidences of disciplinary referrals. Teacher/staff morale was also low. State-administered student attitude and use surveys demonstrated that students perceived a problem with tobacco, alcohol, and other drugs in the community.

The North Shore Drug Task Force was formed in 1988 in coordination with the Coalition for a Drug-Free Hawaii. Since this time, the group has worked with the **Hanalei** School Improvement Plan (SIP) committee to plan drug education and prevention programs.

**Program Description:** The national curricula "Discover: Skills for Life" provides three strands of learning: self-esteem building and coping skills, age-appropriate drug



information, and relationship and decision-making skills. This program is presented in every grade.

Supplemental activities include: peer helpers, special needs support groups, peer tutors, "Just Say No" clubs, presentations by D.A.R.E. officers and local medical centers, and "Kokua Cards" presented to students by faculty and staff for demonstrating kindness and cooperation.

Teachers participate in ongoing TAOD and anti-violence prevention education and training. The **Hanalei** school community is also proud of a high level of parental participation. The school is involved in the School/Community-Based Management process, the "Onward Towards Excellence" process, and the "School Improvement Plan" (SIP) model. A variety of parenting support group sessions, parent tutor programs, and parenting classes are offered through the school.

**Community Alliances:** In addition to the above-cited partnerships, **Hanalei** works with the Kauai Police Department, Lions Club, Mental Health Services, State Department of Education, local businesses, clergy, and PTA.

**Success Indicators:** Since the formation of the "Onward Towards Excellence" process and the focus on student behavior, **Hanalei** administrators state their records report a marked reduction in tardies, absences, and behavioral referrals.



**Key to Success:** **Hanalei Elementary** focuses on building strong community ties and encouraging parent involvement through planning, sponsorship, and implementing drug prevention activities. **Hanalei** staff want to "foster healing and caring." Numerous state of Hawaii awards in areas such as "Outstanding Parent Association Leadership" and "Outstanding School Community Council" have been presented to **Hanalei** in recognition of their efforts to reach out to their diverse neighborhood.

## Ongoing evaluation and surveys help gain community support

- PROGRAM:** **Honoka'a Elementary and High School**  
*1991-92 U.S. Department of Education Drug-Free School Recognition Program*
- CONTACT:** Gordon Kainoa, Principal  
P.O. Box 239  
Honoka'a, Hawaii 96727  
(808) 775-7271
- AUDIENCE:** Elementary and high school students, grades kindergarten through 12

**OVERVIEW:** *Honoka'a is located on the Hamakua Coast of Hilo on Hawaii, the Big Island. Fifty percent of the students are bused into the school from surrounding rural communities. Many students travel from as far as thirty miles away, a logistical separation that is often an obstacle to creating cohesive programs. Facing this challenge head-on, the staff at Honoka'a has consistently used assessment tools and surveys to carefully plan a drug prevention program that is showing encouraging results for both students and families.*

**COMPONENTS:** **Planning:** Since 1987, the Hawaii Department of Education, in partnership with Northwest Regional Educational Laboratory, has surveyed students in grades six, eight, ten, and 12 every two years. Data from these surveys in combination with school-administered student, staff, and community surveys indicated an early need for drug education. The Honoka'a Drug Team was formed in 1987.

**Program Description:** Phase 1 of the school prevention program focused on team building and action planning. Peer counseling and training in drug education programs received priority. The 1989 surveys indicated drug usage in the school and community was still alarmingly high. The Drug Team responded with Phase 2, an expansion into prevention curricula and training of staff in chemical awareness and group leadership.

At the elementary level, students receive lessons from "Project Charlie," the "McGruff program," Youth Helping Youth peer program, and D.A.R.E. Middle and secondary students participate in Quest's "Skills for Adolescence" program, peer education programs, ROPES courses, theater performances dealing with youth issues, Project Prom, and the TARGET student leadership program.

Staff report that one of the most effective education components has been "Positive Living Week," an event that brings speakers and educational programs to the campus for informational and hands-on awareness opportunities. Topics have ranged from youth gangs and sexually transmitted diseases to physical fitness and nutrition.

Phases 3 and 4 have concentrated on reaching into the community to increase awareness and utilize community services. The Drug Team has expanded to include more parents and community members, and student assistance programming now includes pregnant/parenting teens and alternatives to violence support groups. **Honoka'a** actively participates in the Waimea Health Fair, a community-wide education day.

**Community Alliances:** For three years, **Honoka'a** staff have surveyed community members to check their perceptions and concern about drug abuse issues. This collaboration has resulted in an extensive referral and resource network.

**Success Indicators:** Responses to state and school surveys show gains in attitudes about TAOD issues and decreased use. For example, 61 percent of the students now say that marijuana poses a great risk, compared to 41 percent who thought so in 1987. For seniors, use has dropped 25 percent.



**Key to Success:** Ongoing student and community assessments have allowed **Honoka'a** to carefully organize a four-phase program individualized to their needs. "We know our parents and community are fully committed to supporting our efforts," says Principal Kainoa. "Our ongoing evaluation helps us take the right path."

## Students as the primary resource

**PROGRAM:** **Kauai High and Intermediate School**  
*1991-92 U.S. Department of Education Drug-Free School  
Recognition Program*

**CONTACT:** Linda Tanouye, Principal  
3577 Lala Road  
Lihue, Kauai 96766  
(808) 245-2501

**AUDIENCE:** Students grades seven through 12

**OVERVIEW:** *Situated on a bluff overlooking Nawiliwili Bay, **Kauai High and Intermediate School** serves some 1,600 students who are predominantly Asian/Pacific Islander. A major component of the drug education program is the Peer Education Program (PEP), a joint effort by the Hawaii Department of Education and the Department of Health. This program and other specially designed activities are helping to keep student-reported alcohol and other drug use levels down.*

**COMPONENTS:** **Planning:** A 1987 statewide student attitude and drug survey indicated that 88 percent of the school's 12th graders had tried alcohol, and that a number of students were regularly using tobacco, alcohol, and other drugs. This survey, combined with a Peer Education Program survey of student and staff health concerns, prompted the school to focus on a more comprehensive prevention approach, particularly one that utilized students as resources.

**Program Description:** Specific components of the **Kauai** program include:

1. **Peer Education Program (PEP):** Designed, staffed, and funded through state Department of Education and Health monies, PEP provides 30 hours of training to selected students who give classroom presentations on issues such as teen pregnancy, TAOD abuse, self-esteem, communication skills, and problem solving. PEP students also present at campus assemblies, health promotion fairs, and network with community agencies and organizations.



**2. Raider Athletes Against Drugs (RAAD):**

This program involves student athletes and their families in a variety of alcohol and other drug abuse prevention efforts, including leadership training and publicly pledging a no-use policy. RAAD students work with sixth-grade students, plan and implement "Drug Free Week" activities, and established and maintain the school's Drug-Free Resource Center.

**3. Project Graduation:** A partnership between Parents In Support of Raider Students (P.A.I.R.S.), the Parent Community Networking Center, PEP, RAAD, and the Kauai High School Drug Advisory Core Team, Project Graduation provides an alcohol and other drug-free celebration.

**4. Drug Free Week:** A week-long event with poster and essay contests, musical performances, and demonstrations by community prevention agencies.

**5. After-School Instructional Program:** Offered to all students, this daily program provides tutorial assistance by student and adult tutors for up to three hours a week from September to June.

**Community Alliances:** A Safety Action Committee consisting of school personnel, police officers, parents, community agencies, and concerned community members meets once a month to discuss TAOD, gang, and school safety issues. U.S. Customs, U.S. Marines, and local health promotion organizations make school presentations.

**Success Indicators:** Baseline data is collected through state surveys conducted every two years. Since 1987, data has shown that TAOD use among students has declined. Staff credits the Peer Education Program for an increase in self-referrals for TAOD counseling.



**Key to Success:** Much of the success at **Kauai High and Intermediate School** is attributed to the "students helping students." Principal Tanouye states, "A comprehensive approach emphasizing peer helping components is helping our students realize their potential."



## Providing a sense of belonging for mobile students

- PROGRAM:** **Mokulele Elementary School**  
*1991-92 U.S. Department of Education Drug-Free School Recognition Program*
- CONTACT:** Nancy W. Latham, Principal  
1304 14th Avenue, Hickman Air Force Base  
Honolulu, Hawaii 96818  
(808) 422-6116
- AUDIENCE:** Elementary school students, grades kindergarten through six

**OVERVIEW:** *Working in partnership with the U.S. military and continually reaching out to the families served, the staff at **Mokulele** tries to give everyone a sense of belonging and trust. The majority of the 690 students at the school come from Air Force families who remain on base for two to four years. Military deployments and the high cost of living in Hawaii contribute to student insecurity. The development of self-esteem is the primary goal for **Mokulele's** comprehensive prevention program.*

**COMPONENTS:** **Planning:** Since 1987, student attitude and use surveys developed and administered by Northwest Regional Educational Laboratory have been given to all Hawaiian students every two years. These surveys show a high percentage of sixth graders potentially at risk for alcohol and other drug use. A school-administered instrument to measure self-esteem showed 50 percent of the students scored below the normal range. The first **Mokulele** action plan was developed in the spring of 1988.

**Program Description:** **Mokulele** uses a comprehensive approach that includes peer helping to target at-risk students, a self-esteem based curriculum, and frequent workshops and forums for parents.

"Project Charlie," a Minnesota-based curriculum, is divided into two levels. Kindergarten through third-grade students receive information stressing self-awareness and the

importance of family and friends. Students in grades four through six learn specific information about chemicals, practice refusal skills, discuss peer pressure, and learn life skills such as effective listening and conflict management. This curriculum is used weekly in every grade.

Fourth and fifth graders trained in peer helping skills act as "Team Charlie" and work in all classrooms, as well as with at-risk students. Fifth- and sixth-grade students also participate in the D.A.R.E. program.

Other prevention/intervention activities include the "Saturday Scholars" tutoring program, an after-school latch-key program, and a Big Brother/Big Sister program matching older students with those in kindergarten and first grades.

Each year there are four to six parent workshops. Parents are part of the school prevention team and help select workshop topics such as "When Screaming Doesn't Help," "Keeping the Peace at Home," and "The Language of Encouragement."

**Community Alliances:** Mokulele's program is supported by family and youth support centers located on the military base. The U.S. Navy co-sponsors "Saturday Scholars." Mokulele has recently begun sponsoring community "Wellness Fairs" with nine other schools and 20 community agencies.

**Success Indicators:** State survey data from 1987, 1989, and 1991 show declines in alcohol, drug, and tobacco use among sixth-grade students. Student perceptions of parental approval of use has dropped from 36 to 0 percent. Scores on self-esteem assessment tools have risen by 20 percent.



**Key to Success:** Mutual respect is the norm at Mokulele, and Principal Nancy Latham believes this caring adult and student community contributes to the positive self-esteem gains for her students.

## Education and support for parents AND students

**PROGRAM:** **Princess Nahienaena School**  
*1991-92 U.S. Department of Education Drug-Free School Recognition Program*

**CONTACT:** Michael M. Nakano, Principal  
816 Niheu Street  
Lahaina, Hawaii 96761  
(808) 661-8070

**AUDIENCE:** Elementary students, grades kindergarten through five

**OVERVIEW:** *Princess Nahienaena is a public school located in Lahaina on the island of Maui. The resort area is rapidly becoming more urban. While the primary focus of the school's drug education program is prevention, the school's comprehensive approach is characterized by close relationships with parents and community members and ongoing staff training.*

**COMPONENTS:** **Planning:** The 1987 state student surveys showed substantial alcohol and other drug use among Lahaina-area students in grades six, eight, ten, and 12. A "short answer" informal survey given by school staff indicated that elementary age students were not very knowledgeable about drug prevention, and many had older siblings potentially at risk for use. Parents were also asking for more drug and gang prevention information. The school planning team began work on a more comprehensive approach in the fall of 1988.

**Program Description:** There are three primary components:

1. **Education:** All students in grades kindergarten through five are taught from the "Discover Skills for Life" prevention curriculum series. Grades kindergarten through four also receive "McGruff" prevention units, and fifth grades are given weekly D.A.R.E. lessons by Maui Police officers. Additionally, prevention lessons are also infused through core subject areas.

2. **Student Assistance Programs:** Students needing additional support are referred to in-school counseling, student support groups, and to outside agencies. Peer helpers are also used with at-risk students. The Afterschool Instructional Program (ASIP) provides supervised tutoring.
3. **School Atmosphere:** The Student Council helps plan numerous assemblies and activities, both social and academic. Entertainers and athletes are used to convey "no use" and "study hard" messages. Many student leaders and teachers receive "Peace Studies" training in conflict management. After-school recreational programs help create positive school climate and offer healthy alternatives.

A grant from the Nancy Reagan Foundation has provided ongoing staff training. Parents serve as members of the drug education team, and through parent support groups, offer assistance to families in need.

**Community Alliances:** Local public and private social service organizations and law enforcement agencies collaborate with staff for student referrals and support services. Community meetings on youth and family issues are held frequently with other public and private schools.

**Success Indicators:** Staff cite the following indicators: discipline referrals and suspension rates are down, and the number of student assistance programs and student activities have increased. PTA attendance has grown during the last three years.



**Key to Success:** "The home, the school, and the community must work hand in hand to meet the diverse and varied needs of our students," says Principal Nakano. The community meetings, weekly parent support groups, and after-school programs help create a wider safety net for all Princess Nahienaena students.

## Community issues, community support

**PROGRAM:** **Twin Falls High School**  
*1991-92 U.S. Department of Education Drug-Free School  
Recognition Program*

**CONTACT:** Carl Snow, Principal  
1615 Filer Avenue  
Twin Falls, Idaho 83301  
(208) 733-6551

**AUDIENCE:** High school students, grades ten through 12

**OVERVIEW:** *The 1,200 students at Twin Falls High School represent all the tenth- through 12th-grade students in the Twin Falls School District. The prevention and intervention services they receive are, in large part, due to two events that occurred in 1987: the formation of the Substance Abuse Advisory Council and the funding of a district Drug Education Coordinator position. These two acts signaled the beginning of the school/community partnership to address youth alcohol and other substance abuse issues in a comprehensive coordinated manner.*

**COMPONENTS:** **Planning:** In 1987 school staff, parents, and community members participated in IMPACT student assistance program training. This training, combined with a 1988 student use survey administered by Northwest Regional Educational Laboratory (NWREL), convinced the Twin Falls community that prevention education must be a priority throughout kindergarten through grade 12, and that specific plans for identifying at-risk students needed to be developed. In the last four years the program has expanded rapidly to offer a broad spectrum of resources.

**Program Description:** Programs and services include the following:

1. **General Prevention Programs** begin with a mandatory health curriculum for all tenth graders. Counselors lead pro-social skills presentations four times a year, and drug education is also infused into core subject areas. Students participate in youth-to-youth teen leadership conferences, and there are peer-helping and cross-age teaching opportunities.



2. **Focused Prevention Programs** are coordinated through the student assistance program. They include support groups, a "buddy system" for new students, "The Search, a 14-hour pro-social experience, and Saturday Alcohol/Drug School. Periodic special seminars on teenage issues, such as depression and eating disorders, are also offered.
3. **Formal Intervention Programs** offer pretreatment support groups, challenge classes, peer "buddies" for students in recovery, and school-based counseling. Youth in need of urgent assistance are referred to local treatment centers and social service agencies.

**Twin Falls High School** places a high priority on staff training. Ongoing staff development inservices are available to both certified and classified staff.

**Community Alliances:** The Substance Abuse Advisory Council is representative of most Twin Falls public and private agencies and organizations. The Council sponsors many of the prevention programs. Parenting classes are offered on a continuous basis, free of charge.

**Success Indicators:** Student use surveys from 1988 and 1992 show students reporting "no use" went from 57 percent to 63 percent and "low use" levels falling from 25 percent to 13 percent. School staff report that the entire program is presently undergoing a formal evaluation.



**Key to Success:** Principal Snow states that "Community financial and personal involvement is the key to our success. We work directly with all major agencies and community organizations to offer resources. We are all working together to reverse the unhealthy cycle of substance abuse."

## Community training for community solutions

**PROGRAM:** **Great Falls High School**  
*1991-92 U.S. Department of Education Drug-Free School  
Recognition Program*

**CONTACT:** Gary F. Davis, Principal  
1900 Second Avenue South  
Great Falls, Montana 59405  
(406) 791-2167

**AUDIENCE:** High school students, grades nine through 12

**OVERVIEW:** *In an attempt to meet the needs of students increasingly at risk for alcohol and other drug abuse, **Great Falls High** staff and local citizens formed a community task force in 1981. After extensive training, this group developed a comprehensive city and district-wide program called "CARE"--Chemical Awareness/Responsive Education. Eleven years later, CARE is still a viable program creating an umbrella of services for district students.*

**COMPONENTS:** **Planning:** In the early 1980s, Great Falls saw an increase in alcohol-related traffic accidents and fatalities among youth, in addition to high numbers of students experiencing school and community problems associated with chemical use. In response, Great Falls community leaders organized an alcohol and other drug workshop that addressed underage use as a community problem with community solutions. Parents, teachers, administrators, school board members, law enforcement personnel, judges, and community volunteers met for 63 hours during six days as participants in a comprehensive prevention and intervention course.

CARE-Chemical Awareness/Responsive Education was the result of this initial training. It is a community-based approach infused into the school curriculum.

**Program Description:** At the core of the **Great Falls High** program is a cadre of well-trained staff and students who have participated in a twice-yearly 40-hour CARE workshop. To date 119 students and 40 school personnel

have taken this course. CARE-trained teachers facilitate support groups, and CARE-trained students serve as positive role models who help plan and implement a variety of youth services and activities.

All **Great Falls** students receive basic drug education in their required sophomore health class, as well as infused lessons in elective home economics, psychology, auto mechanics, and a "Street Law" class given by police. The CARE intervention component offers referred students six support groups that meet during the regular school day: concerned persons; aftercare; support/growth; eating concerns; divorce/loss of parent; and teen parents.

Social activities include Red Ribbon Week, Youth Summit Conferences, community-sponsored video dances, and the PRIDE, REACH, and Lifers alcohol and other drug-free clubs.

**Community Alliances:** The original community task force is now called Alliance for Youth. The 40 members represent a broad community spectrum and sponsor parent workshops, discussion forums, youth recreational activities, and Project Graduation. Local businesses provide scholarships for staff and parent trainings and participate in a future work force program at the district alternative high school.

**Success Indicators:** After 11 years, CARE coordinators point to an increase in support groups (14 weekly) and student and adult waiting lists for CARE workshops. Community support remains very strong. The program is currently planning a formal evaluation to assess program effectiveness.



**Key to Success:** Ongoing comprehensive training in basic prevention, early intervention, crisis intervention, and student support has resulted in a large cadre of informed students, staff, and community members. This strong, enthusiastic core of decision makers and "doers" has been a key factor in the community's success in raising awareness and implementing programs.

## Community organizations and businesses participate as positive role models

**PROGRAM:** **Whittier Elementary School**  
*1991-92 U.S. Department of Education Drug-Free School Recognition Program*

**CONTACT:** Charles Gene Fuller, Principal  
305 8th Street North  
Great Falls, Montana 59401  
(406) 791-2306

**AUDIENCE:** Elementary students, kindergarten through grade five

**OVERVIEW:** *Sixty-nine percent of Whittier students move before finishing the fifth grade. The school's prevention program is designed to teach not only an alcohol and other drug-free life style, but also to give students the opportunity to experience a variety of activities during and after school. A strong school/community partnership helps make this possible.*

**COMPONENTS:** **Planning:** The primary drug prevention program has been in place at Whittier for two years. Staff concern about children showing poor decision-making and communication skills, aggressive behavior, and low self-esteem prompted school personnel to develop a more comprehensive approach that incorporates positive adult role models and alternative programs.

**Program Description:** Whittier uses the commercially available "Children Are People" curriculum at all grade levels. Additional drug and health education materials are infused in health, social studies, physical education, and science. D.A.R.E. is presented in fifth-grade classes.

The recent focus on community involvement and alternative activities has resulted in 38 businesses, clubs, and organizations supporting alcohol and other drug prevention efforts. Two of the programs, Inschool Scouting and Work Study Scholarships, are unique to Montana schools.

Whittier is the only district elementary school to have an on-site Alateen group. Examples of additional programs are



Book Club, Chess Club, Law-Related Education, Summer Reading Camp, and Bragg Tagg Parties.

The Great Falls community CARE (Chemical Awareness Responsive Education) program coordinates intervention programs for Great Falls schools. At **Whittier**, students in need of assistance are referred to school CARE teams and directed to various support groups.

The CARE program also provides a 40-hour comprehensive TAOD training class for district staff twice a year. Over 60 percent of the staff at **Whittier**, both certified and classified, have taken this four-day workshop. All staff receive yearly inservice in multi-grade drug education.

**Community Alliances:** **Whittier** enjoys strong community support for their varied programs. The Up Town Optimist Club has adopted the school for all their drug prevention efforts. Groups such as United Way, Boy and Girl Scouts of America, local businesses, and churches provide resources and/or volunteers. The community Alliance for Youth sponsors a variety of parent workshops and seminars.

**Success Indicators:** The school district CARE program coordinator collects annual assessment information. For the last two years, data has shown the following results: 77 percent drop in office referrals for drugs; 56 percent drop in classroom insubordination; 33 percent drop for playground insubordination; after-school fights down 91 percent, truancy down 66 percent, vandalism down 91 percent; and a 59 percent drop in out-of-school suspensions.



**Key to Success:** **Whittier** staff point with pride to the fact that little or no district money is used on the expanded student activities. "These programs provide our community with hands-on experience in the war on drugs," Principal Fuller states. "The community gains insight into the problems our students face, and at the same time our program acts as a valuable public relations tool which generates ongoing community support."



## Students lead the way in changing school AND community norms

**PROGRAM:** Estacada High School

**CONTACT:** Susan-Ann Nystrom, Student Assistance Coordinator  
350 N.E. 6th Street  
Estacada, Oregon 97023  
(503) 630-8537

**AUDIENCE:** High school students, grades nine through 12

**OVERVIEW:** *An hour's drive from Portland, Oregon, Estacada is a rural community near the Mt. Hood National Forest. School staff, in partnership with community members, work hard to counter prevailing norms that often promote alcohol and other drug use, abuse, and production. Students are getting involved in prevention and intervention activities at unprecedented levels, and referrals are down for serious offenses.*

**COMPONENTS:** **Planning:** The core of the Estacada program began in 1985 when a part-time alcohol and other drug counselor was hired to respond to students' needs and community concerns regarding alcohol and other drug use. Through continual assessment and new service development, the program has evolved into the comprehensive model it is today.

**Program Description:** A clear and consistent policy that forbids use of tobacco, alcohol and other drugs also provides for helping, not just punishing students. Consequences involve mandatory meetings with parents and referral to the school's CARE student assistance team. Estacada is a tobacco-free district; use of tobacco products is prohibited not only on district property, but also in district-owned vehicles.

Prevention curricula is presented to students through health classes and infused into core subject areas. A student assistance program provides the umbrella through which many of the tobacco, alcohol, and other drug programs are coordinated.

A CARE team comprised of the student assistance coordinator and school staff receive and review referrals.

Assistance ranges from individual and crisis counseling to weekly support groups that are open to all. **Estacada** additionally offers two "concerned persons" groups for students with AOD family-related issues, and one group for students in recovery.

Students help develop prevention activities in a variety of ways. They are active participants in the Estacada Community Drug and Alcohol Prevention Team (ECDAPT). The OSSOM (Oregon Student Safety On The Move) youth group has grown from a few students to over 100 participants in the last two years. A sample of the activities OSSOM has sponsored this year includes: Puppets for Prevention; No-Kick cocktails pamphlet; Get To Know You pizza party; Parent Night; and a "Dance With Me, I'm Drug-Free" dance. OSSOM has also helped to implement a cross-age tutoring program targeting high-risk students and a mentorship program between the high school and junior high students. (See *Sharing Your Success, Volume 1*, for additional information.)

**Community Alliances:** Community denial is countered by the county prevention team ECDAPT. A broad-based coalition of community youth and adults, ECDAPT is a clearinghouse for resources, a networking hub for community activities, and an effective vehicle for raising prevention monies.

**Success Indicators:** OSSOM has experienced a surge in membership. Increased SAP efforts have resulted in a reduction in referrals for serious offenses. Minor infractions, such as misconduct and class disruptions, are also decreasing.



**Key to Success:** Student Assistance Coordinator Susan-Ann Nystrom believes the major factors contributing to the positive growth of Estacada's program include the following: (1) diverse programming for a variety of students; (2) high energy students from all peer groups joining youth clubs; (3) cross-age teaching approaches; and (4) ongoing staff inservice and team-building activities to address staff resistance to change.

## Student needs assessments = news you can use

- PROGRAM:** **Campbell County High School**  
*1991-92 U.S. Department of Education Drug-Free School  
Recognition Program*
- CONTACT:** John Riley, Principal  
1000 Camel Drive  
Gillette, Wyoming 82715  
(307) 682-7247
- AUDIENCE:** High school students, grades nine through 12

**OVERVIEW:** *Located in the northeast corner of the state, Gillette's students score above the national norm in most areas of alcohol and other drug use. The region also has one of the highest teen pregnancy rates in the nation.*

*In the last three years, however, alcohol and other drug use rates have been going down. A combination of increased awareness, staff and community training, and intervention planning have resulted in significant changes at **Campbell High School**.*

**COMPONENTS:** **Planning:** Beginning in 1987, a series of student surveys have indicated the need for comprehensive prevention and intervention programs and have guided the alcohol and other drugs coordinator to individualize services for **Campbell** students.

**Program Description:** Campbell's comprehensive program begins with a no-use policy that recently added the filing of police charges for students involved in fighting or violent acts on campus.

Prevention education is interjected into mandated health curricula and infused in other core and elective classes. The student assistance program incorporates a CORE team that meets on a regular basis for identification and referral of students in need. In addition to an Insight Class, students may attend four different support groups: Staying Straight;

Concerned Persons; Clean and Sober; Pregnant Teens; and Teen Mothers.

"Teen Leadership Training" has trained over 222 teens from different peer groups in a retreat format designed to enhance self-esteem and personal empowerment. Many of these students then participate in the "Partnership Program" where they are matched with high-risk elementary students. Teen leaders also present HIV/AIDS information sessions to their **Campbell** peers. Students can also participate in "Teen Theater," a dramatic group that performs youth issues plays for community groups.

Since 1987, extensive staff training and annual evaluation retreats have been held with surrounding school districts and the Community Advisory Board to share ideas, pool resources, and evaluate progress.

**Community Alliances:** **Campbell's** program taps all possible community resources. D.A.R.E. officers facilitate the Staying Straight group. A youth and alcohol class is mandatory for minors in possession and is coordinated through city and county services. Parents serve on the Community Advisory Board, facilitate support groups, and implement the "Senior Send-Off" graduation party.

**Success Indicators:** Staff report that student use surveys indicate a drop in almost all areas over the past three years and report that violent incidents have decreased with the new policy.



**Key to Success:** Ongoing needs assessments keep the **Campbell** program focused on their student population. The Smoking Cessation and Teen Parents groups were direct results of student needs assessments. Karen Hayhurst, program coordinator, also credits the Community Advisory Board as "a driving force in providing balance, input, and influence for school board and community support."

Section 6:  
**Institutes of Higher Education**



## INSTITUTES OF HIGHER EDUCATION

At the college and university level, alcohol and other drug use is a special problem both because alcohol is legal for students over 21 and because alcohol traditionally has been widely abused on college campuses by students of all ages.

Institutes of higher education throughout our region are working with prevention task forces and student advisory boards to attack existing problems and to offer support services. Many of the same approaches found to be effective at the elementary and secondary levels work equally well with older students. Peer support, cross-age teaching, and community service projects are active at the college level; and some schools are finding a huge demand for alcohol and other drug-free housing.

## Changing norms on college campuses

**PROGRAM:** **Student-To-Student**

**CONTACT:** Louise Stanger, Program Coordinator  
San Diego State University  
School of Social Work, College of Health & Human Services  
San Diego, California 92182-0369  
(619) 594-5803

**AUDIENCE:** College students and community

**OVERVIEW:** *San Diego State University (SDSU) is located in the methamphetamine capital of the world and on the Mexican border. While the 34,000 SDSU students have access to several illegal substances, alcohol remains the number one drug of choice. The school was recently named as one of the "top ten party schools" in the nation. **Student-To-Student** began in 1989 with the goal of changing school norms and use concerning alcohol and other drug use. Since that time, 60 trained peer educators have spoken to over 15,000 students and provided support and social activities. The demand for such services is growing.*

**COMPONENTS:** **Planning:** Along with the "party school" reputation, program planners cited high and frequent use of alcohol by college-age students and local problems related to misuse such as three deaths, several serious injuries, 300 arrests, a campus rape, property damage, and rowdy behavior. Plans for a comprehensive institution-wide alcohol and other drug prevention program were first proposed in 1986. In 1989 the campus Center on Substance Abuse was awarded a federal Fund for The Improvement of Post-Secondary Education (F.I.P.S.E.) grant and **Student-To-Student** began implementation.

**Program Description:** The overall goal of **Student-To-Student** is to "reduce the need for intoxication as a lifestyle response." The program works toward this goal through the following activities: (1) *Peer Education Program* students are trained in substance abuse related issues to make presentations to other students and community members; (2) *Self-Help and Support Groups* on campus and at the

program's drop-in center for students in recovery or those wishing to remain alcohol and drug free; (3) *Media Campaigns* and materials to heighten awareness of alcohol and substance abuse problems such as neon door hangers for student residences, spring break tee shirts and publications such as "Spring Break Survival Guide" and "Party Without Regrets;" and (4) *Promotion of "Natural High" Activities* such as film festivals, athletic events, and campus fairs.

Additional **Student-To-Student** objectives also include the establishment of an early intervention and referral system for students, scholarship/stipend funds for peer educators, community monitoring assessment tools to measure prevention approaches, and community support networks to provide a continuum of care.

**Community Alliances:** Several San Diego private and public agencies and corporations support the program with financial donations, grants, and resources. A 15-member advisory board represents education, treatment, and business communities.

**Success Indicators:** Quantitative data is being gathered on peer training, tobacco, alcohol and other drug use within the resident student population, and on where and how use takes places in the campus community. Sixty peer educators have given presentations to over 15,000 students, and attendance at **Student-To-Student** activities is growing.



**Key to Success:** The program has enjoyed a supportive administration, an effective public relations/marketing campaign, and endorsement by many student peer educators. Program Coordinator Stanger advises others to balance primary prevention, environmental strategies, and support services, and to request a copy of the program's "Winners Are Free" guide to campus alcohol and other drug prevention programs.

## College students want and use prevention services

**PROGRAM:** **Drug Abuse Prevention Program Education and Referral (D.A.P.P.E.R.)**

**CONTACT:** Jack A. Baker, Prevention Program Coordinator  
Central Washington University  
SUB 128  
Ellensburg, Washington 98926  
(509) 963-3213

**AUDIENCE:** College students

**OVERVIEW:** *Central Washington University is located in a rural setting and has a student population of approximately 6,000. D.A.P.P.E.R. coordinates a variety of activities that include "Central Helpers," a collegiate adaptation of a national peer helpers model, and "Drug Busters," a group of Central students who facilitate panels and discussions on campus and at local elementary and high schools.*

**COMPONENTS:** **Planning:** In 1988, informal and formal surveys with students, staff, and faculty highlighted an increase in the number of behavior problems related to alcohol and other drug use. The surveys also indicated the need for better follow-up with students in need, revision of the campus Drug and Alcohol Policy, and a comprehensive campus-wide prevention program.

The program began in the fall of 1988 under a federal FIPSE (Funds for the Improvement of Post-Secondary Education) grant. The 15-member planning team included students, staff, and faculty. The team has received training and support services from the Western Regional Center.

**Program Description:** D.A.P.P.E.R. provides a variety of prevention and intervention services including the following:

**Central Helpers:** Adapting a national peer helping program model to college-age students, Central Helpers are selected through their residence hall peers and, after training, facilitate group sessions. They also serve on community substance abuse task forces, meet with middle and high school peer helpers, and act as a "cadre of positive influencers" for the general student population.

**Drug Busters:** Made up of students who have been touched by alcohol or other drug use or abuse, this group talks to college, elementary, and secondary students about alcohol and other drug issues.

**Information/Education: D.A.P.P.E.R.** sponsors various educational programs such as National Collegiate Alcohol and Drug Awareness Weeks, residence hall programs, family housing parent trainings, and individual information sessions. Print and video resources are located at the program's drop-in center.

**Student and Employee Assistance Programs:** Assessment, referral, and intervention services are available for students, staff, and faculty.

**Community Alliances:** Local alcohol and other drug treatment programs provide professional assessments. The program coordinates trainings and referrals with the University Health Services and works closely with the University Police and Student Disciplinary Board to assure compliance with the student judicial code.

**Success Indicators:** Informal assessment methods show increasing numbers of students using **D.A.P.P.E.R.** services. Policy enforcement has increased, and more students report "they care about alcohol and other drug issues" and would use appropriate resources.



**Key to Success:** "Do not underestimate the power and commitment you can find in students," program coordinator Baker states. "Use them along with top administrators. Provide everyone with good training in alcohol and drug issues, and you will see results."



## Peer helping continues on to college

**PROGRAM:** Student Task Force

**CONTACT:** Rita M. Hancock, Advisor  
Skagit Valley College  
2405 College Way  
Mt. Vernon, Washington 98273  
(206) 428-1257

**AUDIENCE:** Community college students

**OVERVIEW:** *Skagit Valley College is approximately 60 miles north of Seattle and serves two campuses with 1,500 full-time students. Many others commute from nearby communities. The **Student Task Force** averages between 15 and 20 students from diverse backgrounds who, according to Wally Sigmar, Dean of Students, act as "helping tentacles that reach out to other students with non-judgmental messages of good will and good health." The students also speak to prevention issues in classes, organize special forums and work with local junior high service clubs.*

**COMPONENTS:** **Planning:** Working under a U.S. Department of Education FIPSE (Funds for Improvement of Post-Secondary Education) grant targeting substance abuse, Skagit Valley administrators merged student health and substance abuse prevention services and funded two counseling and health promotion positions. These prevention coordinators worked with key administrators, coaches, student activities directors, and student government members to determine that a peer driven "prevention ambassador" team would best serve student needs. The first **Student Task Force** was recruited and trained in December 1990.

**Program Description:** Students are selected by the program advisor to comprise a cohesive group of students representative of the campus population. Averaging between 18 and 29 years of age, the group is trained in alcohol and other drug issues and group dynamic skills such as effective listening and facilitation. Group members are trained as helpers, not counselors, and asked to refer students in need of assistance to qualified professionals.

As guest lecturers, **Student Task Force** members make presentations on drugs and responsible health behavior to psychology and human sexuality college classes. They also organize student lounge presentations as part of the college's ongoing health education series. Students facilitate these forums and introduce outside speakers who have covered such topics as sexually transmitted diseases, suicide, HIV/AIDS, and stress. In their peer helper roles, task force members refer students to the college prevention and health office for counseling.

**Student Task Force** members also work directly with a local junior high service club by donating food, clothing, and blankets for the homeless and working with them to raise funds for charitable projects.

**Community Alliances:** Guest speakers for the health education series often come from local health and social service providers.

**Success Indicators:** Participation at **Student Task Force** activities has increased each year. The number of students referred to the prevention and health office for counseling has also grown.



**Key to Success:** Advisor Hancock believes the program is easily replicated and believes the "hand-picked" students represented a "cool group" of students that others respect and turn to for information and support. The **Student Task Force** has been instrumental in providing a prevention focus for the college. Future plans call for intensive inservice training for coaches and student athletes.

## If you offer it, they will come

**PROGRAM:** Alcohol and Other Drug-Free Housing

**CONTACT:** Sharon Smith/Jeannie Chandler  
Substance Abuse Prevention Coordinator  
The Evergreen State College  
Olympia, Washington 98505  
(206) 866-6000 X6801

**AUDIENCE:** College students

**OVERVIEW:** *Taking the idea from a student-based leadership and wellness group, student housing staff at this liberal arts college decided to offer voluntary alcohol and other drug-free housing. The original goal of the program was for 18 students to sign up—enough for one floor. To everyone's surprise 107 students out of 1,000 housing residents requested this type of living arrangement.*

*One resident named Jennifer says, "I wanted to live here because I felt that people would be more interesting, more diverse. You don't have to wonder if the person you're talking to is stoned or not." Evergreen officials believe this program is the only voluntary alcohol and other drug-free college housing in the nation.*

**COMPONENTS:** **Planning:** In 1990 Prevention Coordinator Smith advertised for students to help her start a campus prevention program. The students took the name "Jurassic Group" and set about organizing social events and support groups for students in recovery, children of alcoholics, and a large group of young adults who choose not to use. The Jurassic Group also proposed the idea of alcohol and other drug-free resident halls. College housing officials agreed to implement the plan and in the fall of 1990, the first voluntary residents moved in.

**Program Description:** The first task for the residence hall was to develop a policy to help set guidelines for student conduct. Comprehensive policies for both alcohol and other drug use were written with sequential consequences for violation. Students must sign an agreement stating policy compliance.

Policies emphasize self-discipline, peer confrontation, and "community dialog" with other residents. Consequences range from room transfers and counseling to community service. To date there have been few infractions.

According to the student manager, the majority of students in **Alcohol and Other Drug-Free Housing** do not have "alcohol or other drug problems." The intent is to create a "safe haven" for those students who choose not to use alcohol and other drugs and to support those in recovery or who are affected by the use of others.

**Success Indicators:** The demand for **Alcohol and Other Drug-Free Housing** has doubled since the first year. Many of the newest dorms on campus are now designated alcohol and other drug free.

Student testimonials about the living arrangement are positive. They report a greater sense of "community" among dorm-mates and state that they do many more activities together than when they lived in other group living situations. Some Evergreen students now report that **Alcohol and Other Drug-Free Housing** was a major factor in their decision to attend the college.

**Obstacles:** The need for policy was apparent from the beginning. Residents agree signed contracts are necessary, and that everyone "needs to be assertive toward those few who choose to break the rules."



**Key to Success:** College staff and students say there is no stigma attached to living in this environment. As a group or "community," they plan social and educational programs and deal with infrequent confrontations "peer to peer." According to coordinator Smith, the result is a "safe and healthy community the students have created for themselves. They are very proud."

Section 7:  
**County, State Initiatives**



## COUNTY AND STATE INITIATIVES

Many of the programs described in the following section receive Drug-Free Schools and Communities (DFSC) monies that are administered through state governors or state education agencies. The summaries describe a variety of programs that, in many cases, are working in partnership with the highest risk populations—children in housing projects with unemployed adults or young adolescents where gangs have replaced traditional family networks.

All programs demonstrate the collaboration between state and local projects and the recognized need *from the top* that prevention efforts at the local level can be both cost effective *and* reduce the need for "fixing the problem" at a later date.

## Basketballs as prevention in a state anti-inhalant abuse campaign

**PROGRAM** **TEAM UP, Beat Sniffing  
Alaska Council's Inhalant Campaign**

**CONTACT:** Laurie Anderson, Public Information Manager  
Alaska Council on Prevention of Alcohol and Drug Abuse  
3333 Denali Street, Suite 201  
Anchorage, Alaska 99503  
(907) 257-9330

**AUDIENCE:** Youth of all ages, especially targeting grades seven through 12

**OVERVIEW:** *Inhalant use is becoming the fastest growing drug problem in Alaska. The percentage of junior high and high school students who have used inhalants is reported to be higher than that of teenage users nationwide. The **TEAM UP, Beat Sniffing** public awareness campaign is designed to refocus inhalant use and abuse as a total community issue. By using basketballs and posters for youth and informational resources for adults, the campaign has reached thousands of people in its first year of operation.*

**COMPONENTS:** **Planning:** When the 1988 statewide survey was released reporting above average inhalant use, the Alaska Council compiled and released an inhalant research paper and "fact sheet" that they distributed statewide to thousands of Alaskans. As a result, the Council received many requests for Alaska-specific inhalant materials. From this expressed need and with the support of the Alaska Division of Alcoholism and Drug Abuse, the Council developed a comprehensive inhalant awareness campaign that has proceeded in stages.

At each stage the Council has used focus groups with students to determine the most effective message to reach youth at risk. A message with a basketball theme was the most widely received.

**TEAM UP, Beat Sniffing** campaign materials now include:

**Brochures**—three-color brochure providing information on how inhalants are affecting Alaskan youth, why youth use, warning signs, physical effects, and suggestions regarding what adults can do to prevent abuse. More than 40,000 brochures have been distributed.

**Posters**—three-color poster featuring Native basketball players target youth ages 12 through 18. Over 6,000 have been printed to date.

**Two Fact Sheets**—Alaska-specific statistics and prevention suggestions.

**Research Paper**—*Inhalants: An Overview*.

**Buttons**—Purple and white with the campaign slogan and basketball.

**Basketballs**—Purple and white basketballs have been distributed to each junior and senior high school in Alaska.

Additional campaign materials include coloring books and stickers targeting three- to five-year olds, public service announcements, and an alternative products list designating products which can be used in place of items containing toxic chemicals.

**Community Alliances:** The assistance, expertise, financial support, and interest from many community agencies, schools, and businesses have made the campaign possible. First National Bank of Alaska and MarkAir provided funding to print the basketballs with the campaign slogan. Seventy state alcohol and other drug abuse agencies distribute materials in their communities.



**Key to Success:** In addition to financial support from key businesses, Council staff member Laurie Anderson believes the campaign is successful for these two primary reasons: (1) Alaskan "fervor" about basketball led to the development of a campaign theme which builds on a positive aspect of life in Alaskan communities where there are few other healthy alternatives; and (2) appropriate information only is shared, and all materials avoid naming specific products that may provide a "shopping list" for potentially abused products.

## Youth conferences train and empower kids to make change

**PROGRAM:** Governor's Student Health Conferences

**CONTACT:** Christina Reagle, Project Administrator  
South East Regional Resource Center  
210 Ferry Way  
Juneau, Alaska 99801  
(907) 586-6806

**AUDIENCE:** High school students, grades nine through 12

**OVERVIEW:** *Students from all over Alaska travel in "family teams" to annual Student Health Conferences held in Anchorage, Nome, and Juneau. Sponsored by the Governor's office, these three-day conferences have the general theme, "Well-being of the Whole Person."*

**COMPONENTS:** **Planning:** Student Health Conference planners say surveys show 25 to 33 percent of Alaskan youth find daily life "boring, feel burned out, and are exhausted or emotionally insecure." Twenty-two percent of youth report sexual or physical abuse, and the drop-out rate for some Alaskan schools is 60 percent. Suicides account for 17 to 20 teen deaths per year.

A student health survey also showed that two-thirds said they have enough information to make health-wise choices but they *did not use* the knowledge because they are "too embarrassed, don't care, don't want to be hassled, or are afraid others will learn something private about them."

Determined to re-evaluate and restructure prevention strategies, conference staff developed a format for state youth conferences to "restore hope and excitement about the future as well as provide accurate health information and enhance life skills." The first Governor's Student Health Conferences were held in 1991.

**Program Description:** Generally, groups of four to six high school-age students and one adult advisor represent

each school. Diverse student groups are encouraged to attend. High-risk youth are targeted as participants and must represent 35 percent of all conference attendees.

School teams are required to fill out student health surveys and a state Department of Education "At-Risk" form. On these forms they are asked questions about their knowledge level of tobacco, alcohol, and other drugs. They are also asked to respond to the question, "What would help to change the actions of youth, once they have the right information to make healthy choices?"

Many of the conference workshops are led by school teams that are recipients of state youth prevention "mini-grants" (see page 7.6), providing a wide audience for new ideas for youth to take home and implement at their schools. At least one conference session asks youth to develop prevention messages aimed at high-risk youth.

**Community Alliances:** Each regional conference emphasizes networking with other health, education, and social service groups. These agencies participate in the conferences as presenters, resource exhibitors, and often co-sponsor team expenses.



**Key to Success:** State support and organization from the Governor's office has helped ensure widespread participation. Because student teams are given many opportunities to design and co-present through panels, workshops, and demonstrations, youth interest and energy remains high throughout the three days.



## Students write their own grants for projects they design

**PROGRAM:** Mini Grants for Students In Prevention

**CONTACT:** Christina Reagle, DFSC Consortium Coordinator  
South East Regional Resource Center  
210 Ferry Way  
Juneau, Alaska 99801  
(907) 585-6806

**AUDIENCE:** High school students, grades nine through 12

**OVERVIEW:** *Mini-Grants in the amount of \$300 to \$1,000 are awarded to Alaskan school districts to help students develop long-term prevention plans for their individual schools and communities. An average of 70 school districts have received the grants for a two-year period. With adult guidance, students prepare the grant application, and with their signatures demonstrate a commitment to complete the projects as stated. Projects have ranged from video interviews with village elders to learn what life was like before alcohol and other drugs were introduced, to all-school "lock-ins" of workshops and volleyball tournaments.*

**COMPONENTS:** **Program Description:** Every local school district is encouraged to apply for mini-grant funding. Each grant submittal requires a teacher, counselor or DFSC (Drug-Free Schools and Communities) person to work with students in developing their proposal. Any student group may apply, but only one group per high school may be awarded funds.

The three-page application forms require students to answer four primary questions:

1. What problem in your school/community did your group identify as a priority?
2. Explain why you think students are engaging in this type of behavior. What causes teens to do this?
3. Describe how your project intends to reduce or prevent more problems like this from occurring. What will you do

that will most likely make a real change for youth who are at risk for having this particular problem?

4. How many students will be involved, receive your message or participate in your activity?

Students are required to complete detailed action plans listing activity, tasks, timeline, responsible staff, and completion date. Applications must be typed and signed by all student members and involved faculty. Monthly "Activity Records" are required for each grant recipient, and DFSC Consortium Coordinator Reagle provides assistance as necessary for successful completion of all projects.

**Mini-Grant** projects include both school and community-wide events, for example: mini-conferences on health and student issues; cross-age prevention presentations to elementary students; a variety of prevention videos on subjects ranging from inhalants to AIDS prevention; health and safety community fairs; peer helper group activities; and drug-free dances.

The Alaska Governor's office sponsors annual regional Student Health Conferences. **Mini-grant** program youth are invited to present at the conferences to show others how to apply their ideas (see page 7.4). Students are encouraged to utilize community alliances and networks for resources.

**Success Indicators:** More and more students throughout the state are applying for grants. In many communities students are the driving force in raising prevention awareness. Program coordinators report that many adults become more involved because of their children's participation in health and wellness efforts.



**Key to Success:** Connie Munro, Alaska State Department of Education, uses the word "student empowerment" to describe the success of the **Mini Grants**. Munro adds, "The projects are determined by the students; they write the grant, and the application and reporting forms are easy to manage. Students are truly participating in the partnership process of prevention."

## County center provides media advocacy information and strategies

**PROGRAM:** Media Resource Center on Alcohol Issues

**CONTACT:** James Baker, Project Manager  
Media Resource Center on Alcohol Issues  
7227 Broadway, Suite 301  
Lemon Grove, California 91945  
(619) 460-8523

**AUDIENCE:** San Diego County residents

**OVERVIEW:** *Part of an aggressive alcohol problem prevention program operated by San Diego County government, **Media Resource Center on Alcohol Issues** staff members work with county prevention coalitions to identify issues, raise awareness, and devise strategies to affect public policy. Media advocacy efforts include briefings on local issues, a clipping service of over 135 publications and "meet-the-media" seminars.*

**COMPONENTS:** **Planning:** San Diego County service providers were surveyed on unmet prevention needs. This informal assessment found that community organizing and media advocacy efforts were lacking, and there was a demonstrated need for such services. The **Media Resource Center on Alcohol Issues** was initiated in March 1990.

**Program Description:** The Center offers the following services on an annual basis:

1. *Monthly Updates* of news articles on prevention issues. One hundred thirty-five publications are clipped on a regular basis. Summaries are sent to 200 interested county organizations. These updates contain schedules of meetings and events and local news covering topics such as underage drinking on college campuses, alcohol advertising and industry news, recovery, treatment, education and research;
2. *Four Local Issue Briefings* on major prevention issues;
3. *Six National Issues Briefings*;

4. *Four "Meet-The-Media" Seminars* with panelists from television, radio, and newspapers speaking to an audience of representatives from prevention organizations;
5. *Media Outlets List* with names, addresses, and phone numbers; and
6. *Individual News/Media Advocacy Issues Consultations* with over 200 prevention workers throughout San Diego County.

**Community Alliances:** The Center provides the above services on request to representatives from local treatment agencies, business and industry, civic organizations, parent and family groups, juvenile justice and social service agencies, law enforcement, religious groups and the media.

**Success Indicators:** While no formal assessment process has been conducted, Project Manager Baker reports that there has been "enormous community support and enthusiasm." County prevention coalition members appear regularly on talk shows, in letters-to-the-editors, and are featured in local articles and television pieces.



**Key to Success:** Initial startup assistance came from a national public advocacy group. This partnership helped the Center provide immediate services. Project Manager Baker advises, "It is essential, however, that the program immediately become a local one focusing on specific local concerns."

## Reducing youth access to tobacco

**PROGRAM:** **Project T.R.U.S.T.—Teens and Retailers United to Stop Tobacco**

**CONTACT:** Dan Tomskey, Community Resource Specialist  
Project T.R.U.S.T.  
6363 Alvarado Court, Suite 225  
San Diego, California 92120  
(619) 594-1976

**AUDIENCE:** Tobacco retailers; youth and adult community members

**OVERVIEW:** *Project T.R.U.S.T. is based at the Center for Behavioral and Community Health Studies, San Diego State University. T.R.U.S.T. is in the middle of a 3-1/2 year educational campaign aimed at reducing youth access to tobacco products throughout San Diego County. All 4,000 tobacco retailers within the County will receive education and support materials. Early pilot project efforts in seven San Diego areas led to dramatic decreases in illegal cigarette sales.*

**COMPONENTS:** **Planning:** T.R.U.S.T. is based on a similar merchant education model developed through Stanford University's Health Promotion Resource Center's Stop Teenage Addiction to Tobacco (STAT). T.R.U.S.T. received state tobacco tax funds to begin the program in July 1990. The planning team consists of San Diego State University public health educators and community professionals from various multicultural agencies and organizations.

**Program Description:** Project T.R.U.S.T. is a county-wide educational effort to encourage corporate and independent retailers to: (1) stop tobacco sales to children under 18; (2) stop sales of single cigarettes; and (3) decrease tobacco advertising and promotions inside and outside stores.

Activities in 1992-93 will include: continued retailer education and institutionalization of the process within the County Department of Environmental Health Services; promoting compliance of tobacco sales laws in cooperation



with police and the judicial system; developing ordinances restricting cigarette vending machines; promoting the need for tobacco vendor licensing; and increasing public awareness and participation in tobacco control issues.

Youth and adult community members participate in **Project T.R.U.S.T.** by attempting cigarette purchases at area stores (teens, 12-18), supervising purchasing activities (adults), testifying at public hearings, surveying the number of tobacco advertisements in stores, and educating neighborhood retailers.

**Community Alliances:** Project T.R.U.S.T. works with public and private agencies and organizations in seven geographic locations to enlist support for volunteers, disseminate information, generate community pressure, and to improve merchant receptivity. Local media is used to increase public awareness and response.

**Success Indicators:** The program tracks sales in surveyed stores, police citations, court outcomes, and newly legislated policies. During the 1990-91 pilot program, volunteer teens attempted tobacco purchases at 360 retail stores. Overall, 75 percent of these stores sold to minors. One year later illegal sales decreased to 30 percent in the 180 stores receiving T.R.U.S.T educational materials.

**Obstacles:** To date, primary obstacles have been related to enforcing tobacco sales laws, and getting support for minors attempting cigarette purchases. These obstacles have lessened over time through negotiations and procedural modifications.



**Key to Success:** A community model focus that encourages retailer input is cited by program planners as a key strategy for success. Strong media advocacy and grassroots citizen participation has also strengthened program impact on retailers and decision makers.

## Inmates help each other, their families and their communities

**PROGRAM:** Incarcerated Vietnam Veterans Intervention Project

**CONTACT:** Kathlyn Bartosz, Intervention Specialist  
Nevada Bureau of Alcohol and Drug Abuse (BADA)  
505 E. King St. #500  
Carson City, Nevada 89710  
(702) 687-4790

**AUDIENCE:** Inmates at Nevada State Prison (NSP)

**OVERVIEW:** *Vietnam Veterans of America (VVA) Chapter 545, inmates at the Nevada State Prison, are sponsoring a series of rehabilitation programs that deal with drug and alcohol abuse, adult literacy, and parent education. "Participation has been astonishing," says state Intervention Specialist Kathlyn Bartosz. In group settings, inmates are learning about addictions and how to be in control of themselves and their family interactions. A fundamental life skill—reading—is also addressed. One VVA member who has no chance of parole says, "If we can keep one person from hurting society when they get out, we are helping our community."*

**COMPONENTS:** **Planning:** A survey developed by the Nevada Bureau of Alcohol and Drug Abuse (BADA) was given to inmates to determine counseling and course needs. With a 90 percent voluntary return rate, the top three identified needs from the survey were information about drug and alcohol abuse, AIDS, and dysfunctional families.

Seven inmate VVA Chapter officers used the survey to develop the AOD curriculum. A prison psychologist and BADA staff members assisted with videos, hand-outs and speakers. The program began in May, 1991.

**Program Description:** The *Drug and Alcohol Curriculum* runs four hours per week for 10 weeks. The course covers affects of AOD addiction and drug life-styles as well as issues such as dysfunctional families, parenting and the post-traumatic stress disorder that can contribute to

addictive patterns. Strategies for staying sober once released are also given. A staff psychologist conducts the course and speakers from local AOD treatment centers serve as speakers. The cost for this program is \$18.00 per inmate.

In the *Adult Literacy* component, twelve inmates trained in the Laubach Way to Reading Program tutor twelve illiterate or low reading level inmates. This program costs \$20.00 per student to bring him to fifth grade level.

Designed for inmates returning to families, the 20-hour *Parent Education Project* is for people who may have come from or who are now creating their own dysfunctional and abusive families. The program is taught by an outside agency director. Program cost is \$35 per inmate.

**Success Indicators:** There are waiting lists for all three programs. According to Bartosz, informal student evaluations indicate "tremendous success in terms of what they feel they have learned." The Assistant Prisons Director at NSP says "I've been in this business for 36 years, and I've never seen a program as successful as this one." Future plans will track participants to check parole violations.



**Key to Success:** Kathlyn Bartosz states "It is imperative that a group of inmates such as VVA Chapters sponsor the program and sell it to others. The success of this program is the fact that it is BY inmates FOR inmates."

## Beyond the playing field after school

- PROGRAM:** **Statewide After School Project**
- CONTACT:** Kathlyn Bartosz, Intervention Specialist  
Nevada Bureau of Alcohol and Drug Abuse (BADA)  
505 E. King Street #500  
Carson City, Nevada 89710  
(702) 687-4790
- AUDIENCE:** Nevada rural communities lacking local community resources or low economic neighborhoods where existing services are not accessible due to financial or transportation problems

**OVERVIEW:** *The Statewide After School Project goes beyond the traditional cookies and games on the playground. The project provides substance abuse prevention education, pre-vocational experiences, opportunity for community service, and daily homework or tutorial assistance. In communities all over Nevada, this state initiative is funding innovative partnerships between schools, agencies, and community groups.*

**COMPONENTS:** **Planning:** The Nevada State Assembly identified the need for after school services in the wake of a growing latch key problem. The program is part of a statewide focus targeting needy or underserved communities and stresses the importance of education and constructive use of time, as well as community involvement and pride. Program components were identified by Bureau of Alcohol and Drug Abuse (BADA) staff. BADA will provide individual programs with AOD materials to assist with the alcohol and other drug abuse prevention curricula.

**Program Description:** In addition to serving the target audience described above, programs receiving **Statewide After School Program** funds must meet the following guidelines:

- A. Sponsoring organizations must be a local school district, local government agency or a private, non-profit organization;

- B. Provide a daily snack;
- C. Provide one hour per week of alcohol and other drug abuse prevention education and pre-vocational experiences;
- D. Offer one community service project per month;
- E. Provide at least one half-hour of daily time for homework, tutorial assistance, reading and other quiet activities.

Appropriate staff ratios, background checks on staff in direct contact with children, a sliding fee schedule, and travel expenses for one staff member's training must also be provided. Funding may not be used to supplant existing programs.

**Community Alliances:** To date many schools and non-profit agencies have utilized these funds. Several churches have initiated programs and many others have been started through local Parks and Recreation Departments. Programs use businesses and treatment program personnel to serve as speakers for pre-vocational and alcohol and other drug prevention lessons. D.A.R.E. officers have also provided support and lead activities.

**Success Indicators:** BADA Intervention Specialist Bartosz reports that smaller communities have reported drops in vagrancy-related crimes and accidents in the home due to unsupervised small children. Some schools have reported that participating children have raised their grades and improved behavior.



**Key to Success:** Bartosz believes the program requirements encourage projects to have more than a primary recreational focus and help get community members involved. Her advice for others: "Do it! Don't get hung up on staff qualifications—look for people who like being with kids, are dependable and are interested in getting involved."



## Kids really want to volunteer

**PROGRAM:** **Young Volunteers of Nevada (YVN)/ Solid Ground**

**CONTACT:** Angela Schmidt, Statewide Coordinator  
1937 N. Carson Street # 101  
Carson City, Nevada 89701  
(702) 883-8118

**AUDIENCE:** Youth between the ages of 12 and 18 (YVN)

**OVERVIEW:** *Every year Young Volunteers of Nevada (YVN) places over 200 youth in various non-profit agencies that results in over 12,000 volunteer hours and the saving of hundreds of dollars. In addition to promoting long-term volunteerism, YVN helps youth explore career options, set goals, and experience self-esteem building activities. Solid Ground, a creation of YVN that began in 1990, applies the same approach with juvenile offenders and other at-risk youth.*

**COMPONENTS:** **Planning:** YVN began in 1987 serving only Carson City. With increased financial support from the Nevada Bureau of Alcohol and Drug Abuse (BADA), the program is expanding statewide. The comprehensive program planning team included state prevention agencies, state employment officials, juvenile probation officers, school faculty and agencies who work directly with youth.

**Program Description:** The current priority for YVN includes the counties of Douglas, Lyon, Washoe, and Storey. YVN offers two primary programs, one basic voluntary service, and **Solid Ground**, specifically tailored to juvenile probationers and at-risk youth.

Each program provides a comprehensive guidance plan that incorporates aptitude testing, career exploration, job skills training, work experience, literacy assistance, access to free substance abuse counselors, stress and impulse control training, recreation and recognition.

**YVN** creates programs that are tailor made for both the needs of the community youth and the community they serve. For example, in many counties the Hispanic community has increased over 500 percent. **YVN** strives to be "flexible and prepared" for such demographic changes.

In addition to educational and life skills training, classes on stress management, and pre-employment sessions, **YVN** and **Solid Ground** youth have quarterly recreation activities and perform at least two hours per week of volunteer work. .

**Community Alliances:** The program works with all existing agencies and non-profit organizations and receives in-kind and personnel support for all activities.

**Success Indicators:** Various inventories have shown a 60 percent rise in self-concepts. A large majority of youth continue to participate in both programs as volunteers. Twenty percent of the most recent youth summer jobs roster was filled with **YVN** and **Solid Ground** members. Of the direct referrals from juvenile probation, 60 percent did not re-offend after participation in the program. **YVN** was voted the Best Overall Prevention Program for the state in 1990 and in 1991 was named one of eight Exemplary Prevention Programs in the nation by the Office of Substance Abuse Prevention (OSAP).



**Key to Success:** Statewide Coordinator Angela Schmidt cites many "keys"; community ownership and involvement, and the basic philosophy that every program should be individualized for the entering youth. She is currently producing a "how-to" manual she will share with anyone interested.

## Promoting healthy kids and families in lieu of lock-up

**PROGRAM:** Washoe County Juvenile Probation Offender Diversion Program

**CONTACT:** Leonard Pugh, Project Coordinator  
Washoe County Juvenile Probation Department  
P.O. Box 11130  
Reno, Nevada 89502  
(702) 328-2777

**AUDIENCE:** Juveniles under the age of 18

**OVERVIEW:** *In 1987 the Nevada Bureau of Alcohol and Drug Abuse (BADA) began funding alternative programming for juvenile alcohol and other drug abuse offenders in an attempt to help fill the gap in the delivery of services to juveniles and their families. One of four such programs in the state, Washoe County contains the cities of Reno and Sparks and has one of the largest Juvenile Probation jurisdictions. This program, designed to reduce the demand for alcohol and other drugs through education, accountability and prevention, also provides an alternative to incarceration in the juvenile detention center.*

**COMPONENTS:** **Planning:** Findings from two county-wide assessments revealed that 42.1% of all sixth graders surveyed admitted to having consumed beer and 2.4% used marijuana. By the tenth grade, these numbers nearly doubled. Twelfth graders reported that 46.6% used marijuana. Juvenile Probation Department statistics also showed a high percentage of referrals from law enforcement agencies for alcohol and other drug specific offenses.

Juvenile Justice officials used the two findings to document the correlation between adolescent and teen alcohol and other drug usage and juvenile delinquency, and the need for affordable and easily accessed treatment services. The program was fully implemented in October, 1991.

**Program Description:** The four main components of the program are as follows: (1) *Life Skills Training*—four 1-1/2

hour weekly classes on legal aspects of AOD use and abuse, AOD abuse signs and symptoms, decision making skills, and self awareness; (2) *Diagnostic Evaluations*—psychological and substance abuse written reports issued to supervising probation officers within three weeks and verbal recommendations provided within 48 hours; (3) *Diagnostic Interviews and Interventive Counseling*—for identified juveniles and their families four to six hours per week; and (4) *Youth/Parent Intervention Groups*—groups of eight to 10 juveniles and their parents meet one to two times per week for 12 weeks.

**Community Alliances:** Certified professionals from the alcohol and other drug field conduct both the Life Skills training classes and diagnostic evaluations. Juvenile Justice and law enforcement representatives make the program referrals. As part of their student assistance program, the Washoe County School District also refers youths to the project and, in turn, accepts youths identified by the program back into school-based SAPs.

**Success Indicators:** Formal assessment procedures include pre- and post-testing of Life Skills knowledge, semi-annual recidivism studies of participating juveniles, random surveys of participants 90 days after program completion, and weekly staff progress reports. Final evaluative data will be available after fall 1992. Project Coordinators report a significant drop in recidivism.



**Key to Success:** Project Coordinator Pugh cites coordination with local alcohol and other drug treatment program personnel as critical contributors to success. His advice to others: "Recruit assistance from local professionals. We are happy to share our curriculum and strategies."

## Drug-free activities twelve months a year

**PROGRAM:** **Project Graduation and More**

**CONTACT:** Paula Reents, Coordinator  
Project Graduation and More  
Confederation of Oregon School Administrators  
707 13th St. SE, Suite 100  
Salem, OR 97301  
(503) 364-6327

**AUDIENCE:** Parents, school personnel and community members

**OVERVIEW:** *Project Graduation and More is a program funded and sponsored by the Oregon Office of Alcohol and Drug Abuse, The Oregon Department of Education, and the Confederation of Oregon School Administrators (COSA). The purpose of the program is to develop an accepted norm among the youth that attractive alternatives to alcohol and other drug use in social activities exist. Through community outreach and collaborative networking, Reents acts as both a state resource and state promoter to help communities develop a plan for year-round alcohol and other drug-free social activities, including the popular alcohol-free graduation party.*

**COMPONENTS:** ***Planning:** The original Oregon Project Graduation was started in 1982 under the leadership of the Oregon Traffic Safety Commission staff and volunteer founder, Lucy Sarles. The Oregon Department of Education and COSA joined the Office of Alcohol and Drug Abuse Programs in a fiscal partnership to fund **Project Graduation and More** in January, 1991. The current intent is to promote year-round activities for a broader age group of students. In addition to these three state agencies, the **Project Graduation and More** Advisory Board includes representatives from the Oregon Federation Of Parents, Oregon Student Safety On the Move (OSSOM), Oregon Teen Leadership Institute (OTLI), SKYDAA, and the Oregon Association of Student Councils.*

***Program Description:** To provide outreach and support services to the 200+ graduation parties currently held in*



Oregon, Coordinator Reents is in constant contact with party chairmen throughout the state and has prepared a newly updated 1991 "How To Give a Great (Drug/Alcohol-free) Graduation Party" Manual. A quarterly newsletter contains fun (and funding) ideas from around the state as well as a calendar of upcoming events, tips gathered from prevention research, and practical organizational strategies for volunteer organizations. Two yearly statewide conferences are held for parents, school personnel and community members. Reents is currently developing a resource manual to help schools expand alternative activities twelve months a year. A middle school conference on this topic is targeted for spring 1993.

A final goal of **Project Graduation and More** is to enhance public awareness and build financial support for alcohol and other drug-free activities. To this end the program offers publicity materials and strategies.

**Community Alliances:** By design, alcohol and other drug-free activities are collaborative community projects; all the program resources address how to foster and utilize community alliances.

**Success Indicators:** In Oregon the number of Project Graduation celebrations has grown from ten schools in 1982 to over 200 in 1991.



**Key to Success:** Funding for a statewide coordinator position has allowed this program to expand. Program Coordinator Reents states, "Having such support plus the access to prevention specialists and school administrators facilitates both learning new strategies and sharing them with others. This collaboration means the program ties into and complements existing prevention efforts."

## A long term plan developed at the bottom and supported by the top

**PROGRAM:** **Community Mobilization Against Substance Abuse, Washington State Initiative**

**CONTACT:** Dr. Judi Kosterman  
Special Assistant to the Governor  
Office of the Governor  
100 Insurance Building ; Mail Stop 3113  
Olympia, Washington 98504  
(206) 586-0827

**AUDIENCE:** State counties, local cities, towns, and neighborhoods

**OVERVIEW:** *The Community Mobilization Against Substance Abuse (CMASA) Initiative was developed during the fall of 1988 by the Governor to provide financial incentives for communities to build collaborative, multi-strategy substance abuse reduction efforts. Over 37 counties are now receiving CMASA funding, technical assistance, and support. Passage of the 1989 Omnibus Controlled Substance and Alcohol Abuse Act assures financial support will continue through 1995.*

**COMPONENTS:** **Planning:** This long-range state initiative began in 1988 when state agencies assessed community prevention planning and determined the following: little coordination existed between public and private agencies; substance abuse was a serious problem in all state communities; and the issue needed to be raised to a top priority at the highest government level.

Believing the most effective strategy would be one that focused on local community solutions supported by state and federal resources, CMASA first funded eight high-risk counties with federal Drug Free Schools and Communities Act (DFSC) monies. The 1989 Omnibus Alcohol and Controlled Substances Act allowed the program to expand throughout the state and add training and technical assistance staff.

**Program Description:** Each county-wide area involved in community mobilization is encouraged to establish a "key leaders group" including representatives from law enforcement, treatment, education, prevention, juvenile justice, social and health services, and lay community members committed to prevention planning. Groups plan carefully developed action plans and then submit funding applications to **CMASA**.

In addition to financial resources, communities receive ongoing technical assistance from **CMASA** staff. This includes individual and small group assistance, telephone and on-site visits, annual networking and dissemination conferences, and quarterly training to help groups increase skills and identify new resources. Extensive technical assistance is also provided regarding federal grants and initiatives, and a formal evaluation process of funded projects is currently underway.

Representatives from fifteen state agencies, members of the Governor's Council, and 37 Community Mobilization contact persons, representing the state's thirty-nine counties, meet on a regular basis with **CMASA** staff to share resources and avoid duplication of services.



**Key to Success:** **CMASA** staff are committed to overcoming the years of conditioning which put people in competition with each other. They believe the major factors in the current level of success of this state initiative include:

1. Building relationships—taking the time to work through turf and territorial issues at the state and community levels;
2. Persistence—continuing to educate state and community leaders about the importance of a collaborative community-determined approach to substance abuse reduction; and
3. Consistent funding—insuring that communities can rely on ongoing support from state and federal resources.

Section 8:  
**Curriculum**

## CURRICULUM

A comprehensive curriculum forms the cornerstone of school-based prevention. Many schools purchase research-based sequential curricula, and others develop their own or modify existing health programs to meet local needs.

Many schools are now using curricula designed for specific audiences, such as children from chemically dependent families or students at risk of withdrawing from school at an early age. Used in addition to already existing programs, they help schools target identified needs in the most efficient manner. The following summaries also describe prevention curricula designed especially for youth clubs and youth organizations, as well as a model for cooperative learning in schools and community groups.



## A way to grow healthy people through healthy systems

**PROGRAM:** **Tribes**

**CONTACT:** Lyn Gandy, Tribes Training Coordinator  
Center for Human Development  
391 Taylor Boulevard Suite 120  
Pleasant Hill, California 94523  
(510) 687-8844

**AUDIENCE:** Students, teachers, administrators, parents, human service providers, residential communities and community organizations

**OVERVIEW:** *The **Tribes** program is a community development process designed to create safe and supportive environments for growth and learning. Originally developed as a drug abuse prevention model to develop social skills and social support, **Tribes** is now used internationally as a group process for cooperative learning in school and community systems. The **Tribes** process promotes a respect for diversity, collaboration and a sense of community. When used in school settings with children, the foremost objective is to increase academic achievement.*

**COMPONENTS:** **Planning:** An early 1980 survey of educators, parents, and school administrators documented the belief that school performance was largely related to how children felt about themselves, their peers, and their learning environment. In the face of declining school performance and a perceived need for another approach to how children learn, Center for Human Development founder, Jeanne Gibbs, along with educators and behavioral specialists, developed the **Tribes** approach using social development research.

**Program Description:** The **Tribes** process is intentionally designed to help individuals develop: the ability to use and/or withstand peer influence; intelligent decision making and democratic skills; self-esteem; and higher achievement. It can be used with all types of populations.

The process is used by trained teachers, counselors, and others to create a positive learning environment. Carefully designed activities are used by small groups or "tribes" to develop a sense of cooperation rather than competition and to enhance self-esteem through positive peer regard. These activities incorporate group rules for behavior ("no put downs"), group development processes (inclusion), and group tasks (conflict resolution).

Training is required to learn and use the **Tribes** process. During a three-day training, participants learn and practice principles and activities. There are **Tribes** trainers located throughout the United States.

**Community Alliances:** **Tribes** is used primarily in school settings, but has been used in child care centers, schools for developmentally challenged students, and alcohol and other drug prevention, intervention, and treatment facilities.

**Success Indicators:** Teachers and administrators provide anecdotal stories of improvement in school climate, faculty morale, and student behavior.



**Key to Success:** Program staff point to the fact that **Tribes** "draws on the natural strengths and abilities of every member of the group." The philosophy behind the program includes the following key assumptions: "prevention means developing protective factors in key systems," "a changing world means changing approaches to education," and "teaching means facilitating, not lecturing."

## Cold economic facts change attitudes in youth detention center

**PROGRAM:** **In-DEPTH (Drug Education and Prevention Tools for your Health)**

**CONTACT:** Lynn A. Lafferty  
In-DEPTH Education Programs  
P.O. Box 470968  
San Francisco, California 94147  
(415) 563-1668

**AUDIENCE:** High school students, grades nine through 12

**OVERVIEW:** *In-DEPTH incorporates science, pharmacology, addiction medicine, logic, and basic business principles. It looks at drugs as "products," drug addicts as "customers," and uses business formulas as tools to help youth explore the "return on investment" and the "net present value" of taking and dealing drugs.*

*This different approach to prevention is being used in alternative schools, juvenile halls, and detention centers in Northern California. Evaluation data report youths are using less and changing their attitudes about dealing drugs. Many are becoming involved with positive youth groups and going on to college.*

**COMPONENTS:** **Planning:** A former businesswoman with experience in marketing, Lafferty developed the idea for **In-DEPTH** while working as a volunteer teacher at a juvenile detention center.

Informal assessments indicated that most of her students were dealing drugs, and that all of them were using alcohol and other drugs. Determined to try a new approach, Lafferty combined marketing with health facts to show youth that drug use and dealing is not only dangerous but also an illogical and losing business. In developing the program, she was assisted by teachers, pharmacists, physicians, economists, and treatment specialists.

The program is currently being piloted in two Northern California school districts and one juvenile hall. Funding has been provided by private grants from three major corporations. **In-DEPTH** has

also recently been awarded a U.S. Department of Education DFSC emergency grant.

**Program Description:** Students receive the course three days a week for 12 weeks. The program workbook covers: (1) the "product"—how and where drugs affect the body; (2) the "customers"—addiction medicine principles and consequences of addiction; and (3) the "business plan"—supply and demand, the influence of advertising, return on investment and, ultimately, net present value of one's life.

Communication and marketing skills teach students how to handle objections when selling the "anti-drug" message to their peers. Much time is spent discussing alternative lifestyles, positive youth activities, and opportunities for employment and post-secondary education.

**Community Alliances:** Corporate sponsors included IBM, McKesson and Pacific Telesis. Representatives from these businesses volunteered their time to train faculty members to teach the program.

**Success Indicators:** Pre- and post-tests were evaluated on four criteria: knowledge about drugs, drug abuse, and drug addiction; attitudes towards drug use; amount and frequency of student use; and amount of drug dealing. In each category students showed positive changes.



**Key to Success:** "I think the economic perspective of this program is the most successful strategy," says Lafferty. "The media tend to glorify drug dealing, while the sad truth is that most kids who deal don't make money. Working even for a minimum wage can yield a higher economic pay-off than jail, addiction and possible death."

## Prevention materials for youth organizations and clubs

**PROGRAM:** **Just Say I Know How**

**CONTACT:** David Cowan  
MCPC Group  
P.O. Box 1609  
Spring Valley, California 91979  
(619) 462-8585

**AUDIENCE:** Students, ages eight through 12

**OVERVIEW:** ***Just Say I Know How** is an alcohol and other drug prevention program designed specifically for use with children in an organized non-school setting. Over 1,000 adult and youth leaders of such organizations as Just Say No, Boys and Girls Clubs, YMCAs, scouting programs, and before and afterschool latchkey projects have been trained to use the materials. **Just Say I Know How** was developed to help volunteers and community members who facilitate such programs to confidently present prevention and self-esteem activities to their club members. Materials are available in Spanish.*

**COMPONENTS:** ***Planning:** The need for this program was first identified in 1986 after more than 140 Just Say No clubs in San Diego County were organized. Many of these clubs were started by volunteer parents who had limited training and experience in facilitating youth activities and who were also concerned about their ability to provide age-appropriate prevention materials and information at club meetings. In response, San Diego County Drug Abuse Services released a request for proposals to develop a program and leader training specifically designed for youth organizations. Funding was awarded to the Magic Circle Publishing Company, and the materials were completed in 1989.*

***Program Description:** **Just Say I Know How** materials include a 260-page activity guide divided into thirty separate units. Each unit has seven activities specifically designed to develop and reinforce skills that characterize children who resist alcohol and other drugs.*



The activities are written to convey strict no-use messages, provide accurate alcohol and other drug information, focus on gateway drugs, teach consequences of use and resistance skills, and introduce the concept of positive friend selections. Concepts are presented in a variety of small and large group activities such as role-plays, creative writing, art and drama, field trips, and music. All are designed to be fun and informative and support the focus of a voluntary before- or after-school program or club.

The concept of peer pressure is treated in the positive light of peer power, in which peers encourage and support each other in beneficial ways. Numerous opportunities for parental and family involvement are available. The activity book also contains an additional unit that provides ideas and suggestions for recruitment of volunteers and children within each organization.

A four-hour training for leaders completes the program materials. Typical leaders are parent and community volunteers, older youth who work in cross-age programs, and paid staff of participating organizations. To date, grants have been created for providing both the materials and training to all organizations at no charge.

**Community Alliances:** Social service agencies, parent organizations, latchkey programs, and youth organizations have participated in the program.

**Success Indicators:** A process and outcome evaluation has been conducted on the training component. One hundred twenty-five questionnaires were completed, with highly favorable responses.



**Key to Success:** Program developers believe that the key element of the program's success seems to not be that it is free of charge, but rather, that it fills a void. Many clubs and organizations that use the program materials were created with prevention as their primary focus. Staff, once ill prepared to address such issues, are now confident in their roles as volunteer leaders.

## Smart alternatives to gang involvement

**PROGRAM:** **Street Smart Anti-Drug/Gang Program**

**CONTACT:** Greg Zavala, Gang Specialist  
Stockton Unified School District  
701 North Madison  
Stockton, California 95202  
(209) 467-8806

**AUDIENCE:** Students in grades four through eight; parents, community members and school staff

**OVERVIEW:** *Street Smart* was developed by the Stockton Unified School District as a program to provide students, parents, teachers, and others with information regarding the negative side of gangs and gang affiliation. *Street Smart* also acts as a referral resource for community agencies helping students and families at risk. Stockton is located in California's Central Valley and is home to many gangs. The materials are available in Spanish, Chinese, Vietnamese, Lao and Cambodian.

*Street Smart's* philosophy: Through awareness, a community can work to suppress gang violence in our schools and on our streets.

**COMPONENTS:** **Planning:** Responding to a growing crisis in gang-related violence, Gang Specialist Zavala worked with law enforcement and the County Board of Supervisors to develop the program. It began in 1989 and now receives federal and state prevention funds.

**Program Description:** As part of Stockton's student gang education program, all students in grades four through eight receive instruction through the following program components:

*Student Group Process:* students learn to interact with others in cooperative groups; *History of Gangs:* covers historic development, the differences between negative and positive behaviors of gangs, and what organized clubs and gangs have in common; *Gang Identification:* demonstrates physical characteristics, warning signs of gang affiliation,

and how gangs affect individuals and families; *Gang Problems Locally*: teaches how drugs and gangs are related and connected to criminal activities, and what the consequences of such connections can be. *Consequences of Being A Gang Member*: concludes the program and discusses laws versus gangs, school policies on gangs, and gang-related attire and behavior.

Variations of these components are presented to school and district staff, parent and community organizations, law enforcement personnel, and county and city governmental agencies such as juvenile justice. Adult presentations generally take from four to six hours and are designed to meet adult scheduling needs.

Additional **Street Smart** activities include tutoring, counseling, job development, after school activities and referral services to other community agencies. The program has also produced an "Alternatives to Gang Membership Curriculum Media List."

**Community Alliances**: In addition to making presentations to many private and public organizations, **Street Smart** shares resources and referrals with community groups.

**Success Indicators**: Zavala tracks referrals and presentations. He reports a decrease in gang and drug activity that he attributes to a rise in community awareness.

**Obstacles**: Trust building between the school district police department and the gang suppression program was an early issue. Several meetings and open lines of communication have lessened concerns.



**Key to Success**: Gang Specialist Zavala credits staff support and effective program dissemination for a rise in public awareness about gang prevention. Zavala also believes the job opportunities and athletic activities, such as wrestling, help give the program credibility to youth.

## Positive action = positive students, positive teachers and positive school

**PROGRAM**      **Positive Action**

**CONTACT**      Mary Jo Saboe  
Rau Elementary School  
HCR 57, Box 4030  
Sidney, Montana 59270  
(406) 482-1088

**AUDIENCE**      Elementary students, grades kindergarten through six

**OVERVIEW**      *Though a small district of 70 students, the universal challenges of working parents, family conflicts, and peer pressure are found in Sidney. Determined to help children enhance self-concepts, teachers began using the **Positive Action** curriculum to help develop the theme that "when we act in positive ways we feel good about ourselves."*

**COMPONENTS**      **Planning:** A 1987 survey of the teaching staff at Rau Elementary documented the desire for an easily implemented program that focused on developing healthy self-concepts. **Positive Action** was chosen as a curriculum to begin each day on a positive thought. All teachers are trained together and jointly choose school-wide activities. This joint ownership of the curriculum among school staff has helped the school become a "world of positive action."

**Program Description:** Six recurring thematic units are used at each grade level: the importance of self-concept; physical and intellectual health; managing resources and feelings; positive "codes of conduct" for treating others; self-honesty to realize strengths as well as weaknesses; and setting short- and long-term goals for physical, intellectual, and emotional self-improvement.

These themes are delivered in a variety of ways. Daily, first-thing-in-the-morning lessons usually last 15 to 20 minutes. Words of the Week and **Positive Action** stickers and tokens are also used by teachers to reinforce positive deeds. School-wide activities include a yearly planning

guide; the **Positive Action** Calendar, which is used to help teachers plan special events that keep the program from getting stale; seven assemblies that introduce or reinforce concepts taught in lessons; and "I C U" (I See You) boxes placed in every room and office to collect observations about positive actions observed in the school. Positive Notes are individual note cards used to inform parents of a child's positive action, to recognize extra staff effort, and to invite people to special events.

**Community Alliances:** Whenever possible, parents are involved in lessons so the transition from school-home-school is more apparent. The local Parent Teachers Organization and Board of Trustees contribute money and awards to the program.

**Success Indicators:** Teachers and visitors to the school describe a more caring and empathetic school. Through teacher observations and class journals, Saboe reports the following positive changes have occurred: (1) better student acceptance of differences in others, especially in academic areas; (2) more children succeeding in competitions outside the immediate school environment; (3) more awareness of and resistance to alcohol and other drug abuse; and (4) fewer severe discipline problems in the classroom and on the playground.

**Obstacles:** Teachers at first found it hard to give up the daily 20 minutes for **Positive Action** lessons. "This has proved to be time well spent," Saboe says, "because students are now more conscious of the reasons for being in school and of each other and less time is spent on discipline."



**Key to Success:** According to Saboe, teachers recognize that the program is not a "one year does it all" approach, and they stagger program options and activities throughout the year to help keep the program innovative and interesting to all of the students. Further information on **Positive Action** may be obtained from Positive Action Publishing, Twin Falls, Idaho (208) 733-1328.



## "Survival skills" training for students in grades 5, 7, and 9

**PROGRAM:** Life Skills for Youth At Risk

**CONTACT:** Betty Felker, Executive Director  
Life Skills  
P.O. Box 1538  
Tacoma, Washington 98335  
(206) 851-2034

**AUDIENCE:** Students in grades five, seven and nine

**OVERVIEW:** *Originally developed for youth in a juvenile detention facility, the Life Skills programs are now used in various Pierce and King County, Washington public and private schools. Designed to equip youth with the survival skills necessary to combat peer pressure, the program operates on a rotating cycle so that students receive intensive training one week every two years. A step-by-step approach teaches skills in anger management, refusal skills, negotiation, and problem solving.*

**COMPONENTS:** **Planning:** The program director developed the training in 1982 while working in a county juvenile detention facility with arrested youth. Believing youth should be taught the skills before they experienced problems, Felker and co-trainers piloted the program as a prevention approach in Washington peninsula schools. The program is now used in six school districts on a contracted basis.

**Program Description:** Two trainers are used for every Life Skills class. They go into the classroom for one hour a day for five consecutive days. Skills and information are based on a sequential age-appropriate outline, but all students receive training in avoiding peer pressure, managing anger and conflicts, negotiating with friends and family, and avoiding trouble.

A Life Skills course, "Taking A Stand" is being used to fulfill part of the state-mandated AIDS curriculum. This course teaches students to be strong and assertive in dating

relationships and to say "no" in situations that are against their values and/or unsafe.

All classes are videotaped, giving students the opportunity to see themselves practicing the skills in role-plays and skits. "Real-Life" situations are emphasized.

**Life Skills** staff also offer training and reinforcement support to school staff, and parents. Ongoing evaluation through teacher and student feedback forms and pre- and post-tests for knowledge allows staff to change or make additions to materials as necessary.

**Community Alliances:** **Life Skills** continues to operate in programs for arrested youth and works with civic clubs and parent organizations, providing information and fund-raising strategies.



**Key to Success:** Executive Director Felker states that schools report the prevention impact of **Life Skills** remains high because "outside people" deliver the program. Students tend to view the trainers as new enthusiastic leaders. The long-term relationship with the schools is also unique; program trainers train all youth in each of the grades in a six-year cycle.

## Ongoing support during the school day for dealing with family stress

**PROGRAM:** **KLUE: Kids Like Us are Everywhere**

**CONTACT:** Donna Uskoski, KLUE Coordinator  
Evergreen School District No. 114  
13905 N.E. 28th Street  
Vancouver, Washington 98682  
(206) 256-6094

**AUDIENCE:** Students, grades four through six

**OVERVIEW:** *KLUE is designed for children living with chemically dependent family members. The program follows a school curriculum format and is offered during the standard school day by trained leaders, generally school counselors or teachers. The lessons were written to provide information, support, and life skill training for children who, because of family stress, may bring their concerns with them to school.*

**COMPONENTS:** **Planning:** Utilizing extensive research on high-risk youth and children of alcoholics and other drug abusers, **Kids Like Us are Everywhere** was developed in Washington by the King County Division of Alcoholism and Substance Abuse (DASA) under a prevention contract from the state Department of Social and Health Services, Bureau of Alcohol and Substance Abuse. The program materials were first published in 1987. Evergreen School District began using them in September 1990.

**Program Description:** KLUE is offered in each of the Evergreen elementary schools for students in grades four to six. On a weekly basis 10 to 12 students leave their regularly scheduled classes to attend the KLUE group. The groups are either grade specific or mixed grades, depending on the number of students and the number of groups offered per school.

Students are recruited through classroom presentations where the KLUE facilitator describes the program, reads and discusses the story "Elephant in the Living Room," and

asks students to indicate on drawings whether or not they would like to be interviewed for the **KLUE** groups. Once selected, parental permission is required.

Groups are co-facilitated by teachers, counselors, and district substance abuse specialists. **KLUE** course leaders receive a two-day training by area DASA-trained youth agency personnel. Training covers site implementation, training of co-facilitators, a research-based overview of children of alcoholics, and a Leader's Guide with lesson plans.

**KLUE** is not a program for family diagnosis or treatment. It is designed to be educational and to teach children the disease concept of addiction, so that they know they are not responsible for their family's actions and that they are not alone with their concerns and challenges.

Specific curriculum goals include: (1) increasing knowledge about alcohol and other drugs and their effects (2) improving student coping skills; (3) providing community and school resource information; and (4) clarifying student personal attitudes and values related to alcohol and other drugs.

Concepts and information are presented through small- and large-group discussions, art, role-playing, acting, and games. Lessons average 15 to 20 minutes in length.

**Success Indicators:** The program coordinator uses student, staff and parent feedback forms as assessment tools. She reports positive responses from all three groups.



**Key to Success:** Administrative and staff support and coordination are critical to implementing the program. Evergreen District **KLUE** Coordinator Uskoski advises, "Develop support on a building by building level and let staff become involved at their own rate. Have the program coordinated by a person who has **STRONG** positive beliefs in the value and need for a program of this kind."

Section 9:  
**Special Events and Annual Practices**



## SPECIAL EVENTS, ANNUAL PRACTICES

Adults and youth throughout the Western Region are continuing to find that special events are often just the thing to "jump start" community action. "Wellness Days" and Health Fairs go beyond just educating; they also strengthen community and school bonds and help both youth and adults recognize helping services in their neighborhoods.

Special events also help change community norms that may encourage or condone underage drinking. In one Pacific community an annual alcohol and drug-free New Year's Eve celebration is not only showing kids and adults that they can party without chemicals, it is also lowering the accident rate and saving lives.

## Two-day event brings youth and families together

**PROGRAM:** Yukon Flats Wellness Clinics and Prom

**CONTACT:** Donna Van Wechel, Assistant Superintendent  
Yukon Flats School District  
P.O. Box 359  
Fort Yukon, Alaska 99740  
(907) 662-2515

**AUDIENCE:** High school students

**OVERVIEW:** *Fort Yukon is located northwest of Fairbanks in the Yukon National Wildlife Refuge Area. The school district covers 59,000 square miles and has nine village school sites. Once a year students and their families come together for a two-day **Wellness Clinic** to work and learn together. The two days culminate in fun: the alcohol and other drug-free **Prom** is becoming the highlight of the program.*

**COMPONENTS:** **Program Description:** A planning team including student council members, the district-wide itinerant counselor, high school teachers and staff, and the assistant superintendent work on **Wellness Clinic** throughout the school year. The event is held each spring.

Wellness and mental and physical good health are the themes of the entire two days of activities. Workshops cover a wide variety of issues and topics: teenage pregnancy; alcoholism, fetal alcohol syndrome and effects; HIV/AIDS; drug abuse; and suicide. There are also workshops dealing with water safety, snow safety, and accident prevention strategies for those who use four-wheelers and all-terrain vehicles.

The district has implemented a peer helping program, and these students are key organizers and promoters of **Wellness Clinic** activities. Counselors and resource people from social service and law enforcement agencies and community members actively participate as workshop presenters.

Parents and families are encouraged to attend the workshops that address alcohol and other drug issues. Because of the distances many students must travel to school, small stipends are provided for the overnight expenses of a two-day event. Families stay in the homes of Fort Yukon residents, and a large number of students bring sleeping bags and "camp out" in the school gymnasium. The all-district **PROM** concludes the two days.



**Key to Success:** The cooperation of teachers, counselors, administrators, community members, and especially students has helped to make the **Wellness Clinics** an eagerly awaited school/community event.

Assistant Superintendent Van Wechel offers the following suggestions to those implementing a similar project: "Start program planning early, build enthusiasm for the activities by focusing on the social event—the Prom—and use your peer helpers to keep the momentum at a high rate."

## Students are the teachers of the community

**PROGRAM:** Drug Free Day/Drug Free Campaign

**CONTACT:** Regina Mesebeluu, Coordinator Drug-Free Program  
Ministry of Education  
P.O. Box 189  
Koror, Palau 96940  
(6809) 488-1004

**AUDIENCE:** Entire community

**OVERVIEW:** *The Palau Islands, part of the Caroline group in the area known as Micronesia, are very small and still hold to traditional customs. Bringing the community together in annual events is part of that tradition. **Drug Free Day/Drug Free Campaign** is such a tradition. In both programs students teach other youth, teachers, parents and community people about prevention.*

**COMPONENTS:** ***Program Description:** Drug Free Day currently operates in five public elementary schools, one private elementary school, and one public high school. The special day takes place in the month of March or April just prior to or during the implementation of the Palau Drug Abuse Prevention Education Curriculum program. **Drug Free Campaign** takes place during the summer.*

Both programs' activities include poster and essay contests, class presentations, demonstrations, parades, billboards, songs, skits, plays, dances and other active games. Activities are designed to build awareness about prevention. The entire community participates at various community/school sites.

***Community Alliances:** A National Substance Abuse Task Force works as a united Republic effort to coordinate and promote prevention education events or programs. Major government, health, juvenile justice, law enforcement, and volunteer and religious organizations participate in task force planning.*

***Success Indicators:** Interviews and videotapes are used as methods for data collection. Assessment has documented*

community support. The long-term plan is to implement the programs in all Palau communities.

**Obstacles:** The Palau Islands are divided into northern and southern regions and cover 192 square miles. The major obstacle for the programs is transportation. The only means of getting from one community to another is by boat.



**Key to Success:** Coordinator Regina Mesebeluu believes the "best part of these programs is that the adults only do some planning; the students take over the whole program." Her advice to others: "Let the students run the program. As adults, you are there to just advise."



## Keeping it local, individualized, and FUN

- PROGRAM:** Wellness Day Conference
- CONTACT:** Nancy Voise, Prevention Specialist  
Lincoln County  
P.O. Box 152  
Davenport, Washington 99122  
(509) 725-2111
- AUDIENCE:** Junior high and high school students

**OVERVIEW:** *Davenport is a rural community located 47 miles west of Spokane in Eastern Washington. Once a year all junior and senior high school students from nine small school districts come together for an event devoted to teenage mental and physical health. Throughout the course of a regular school day, students attend workshops, hear keynote speakers, and renew acquaintances over lunch. The knowledge gained extends well beyond the one day. Students learn about community resources and new ways to deal with adolescent stress.*

**COMPONENTS:** **Planning:** School and county officials knew from local statistics and informal surveys that first-time alcohol and other drug use began at the junior high age. Prevention programs were in place, but there were no supporting activities. County Prevention Specialist Voise works on a regular basis with alcohol and other drug coordinators at each of the nine district schools. Together they developed and implemented the first **Wellness Day Conference** in 1989.

In addition to these coordinators, the planning team included local social service and juvenile probation representatives, a D.A.R.E. officer, and public health nurse. Beginning in October of each school year, the team visits school classes to solicit ideas for workshops and speakers from both students and teachers.

**Program Description:** To accommodate the 800 students who attend the **Wellness Day Conference**, the event is held at both the Davenport Junior and Senior High Schools. Junior high workshops average 17 and have included the

following: how to help a friend; weight lifting; no-win games; arts and crafts; self-defense; and AIDS awareness. A panel of five high school students with an adult moderator spoke to junior high social and dating issues and addressed questions such as, "What do you do in a small town for fun?"

At the high school level there are fewer workshops. Topics tend to concentrate around career planning and opportunities after graduation and environmental issues such as air and water pollution. Date rape, domestic violence, and HIV/AIDS workshops are well attended.

The two most recent keynote speakers discussed communication skills within relationships such as family and friends, self-esteem, and stress. Parents and community members were invited to school in the evening to an interactive, humorous presentation on family stress and challenges.

**Community Alliances:** Many private and public agencies participate in the planning team and some lead workshops. Over \$2,600 in donations and small grants was raised for the 1992 event, with the majority coming from Davenport-area civic clubs such as the Lions and Masons. Nearby Washington State University donated student folders.

**Success Indicators:** The goals of **Wellness Day Conference** include increasing youth awareness of risk issues, providing alternatives for alcohol and other drug use, building helping bonds between community and school, and "having fun." Students, staff and facilitators are all surveyed after the day is finished. These informal surveys confirm that the goals are being met, and every year businesses donate more, based on their impressions from the previous year.



**Key to Success:** Coordinator Voise believes the community and school enthusiastically support the event because so many local people and talents are utilized. "These people donate their time because it's their kids we are reaching," she says. "The students bond with their workshop presenters and it gives them an actual name and face to turn to in times of need."

## A special school day devoted just to teen concerns

**PROGRAM:** Wellness Day

**CONTACT:** DuAnn Oden, Chairmen and Teacher  
Eastmont Junior High  
270 9th Street N.E.  
East Wenatchee, Washington 98802  
(509) 884-2407

**AUDIENCE:** Junior high school students

**OVERVIEW:** For one day each year, students in grades seven and eight come together to learn about issues they say they care about most. Local and national speakers tackle complex issues such as stress, AIDS, eating disorders, and alcohol and other drug abuse. Over 30 workshops are offered, with lunch and entertainment provided. **Wellness Day** takes place during the school week on a regularly scheduled school day. Other schools and community members are invited to attend.

Chairman Oden says, "This day gives students the hope that even though they have problems, they can deal with them." A student commented, "I like how real it was. Not like movies and TV. These were real people."

**COMPONENTS:** **Planning:** The need for a day devoted to student health issues developed as CORE Team members and school staff saw students expressing an increasing demand for information. Student surveys administered at the beginning of each school year ask students to identify and rank health-related topics. A large committee of school and community-based members uses these surveys to plan the annual event. **Wellness Day** is typically held in the spring.

**Program Description:** **Wellness Day** is held at the Eastmont Junior High School which has a student body of 600 students in grades eight and nine. Fifteen other schools and community members are invited to attend.

The goal of **Wellness Day** is to provide resources and information and to provide ideas and helpful strategies participants can use in their schools, homes, or neighborhoods.

**Wellness Day** begins with a motivational speaker, followed by two 50-minute workshops. Students break for a free lunch, attend two more workshops, and then come together for an entertaining close.

Workshop topics are varied and speakers range from community members, agency employees, and students. Students often present as a teen panel. Topics have included: "Caring For Friends Who Use"; "Why You Shouldn't Join Gangs"; "If Bulimia Wasn't Fun, Why Did I Do It?" "Dating In The 90's—A Teen's View"; and "Who Will Hire Me?"

**Community Alliances:** "Help, inspiration, resources, and workshop volunteers" come from a variety of local clubs, task forces, and private and public agencies. State and district prevention funds plus club donations help pay for the expense of the event.

**Success Indicators:** Student and staff evaluation forms indicate strong support for **Wellness Day**. One teacher commented, "I think **Wellness Day** is the best thing this junior high does."

**Obstacles:** To get through possible funding obstacles, Chairman Oden advises, "Present your program to non-profit groups in person, not on paper."



**Key to Success:** Oden believes the success of the program is due primarily to team work. "Our committee consists of youth and adults who really believe in the benefit of this program," she states. "Each year our already organized 'days' get even better."

*Sharing Your Success, Volume III*

RECOMMENDATION FORM

*Sharing Your Success* is a sourcebook of effective prevention efforts in the Western Regional Center service area. Programs and practices from elementary and secondary schools, Institutions of Higher Education, state agencies, and community organizations are collected and summarized in a format designed to help others initiate new programs or to enhance strategies already in progress. We invite you to use this form to help us identify exemplary programs. We want to know what is working. Help us get the word out! Recommended programs/practices will be contacted by Western Center staff for additional information.

I would like to recommend the following Program/Practice for possible inclusion in *Sharing Your Success, Volume III*.

Name of Program/Practice: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone: ( ) \_\_\_\_\_

Brief description of the Program/Practice and why it should be considered exemplary:

Submitted By:

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Organization/Agency: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone: ( ) \_\_\_\_\_ Date: \_\_\_\_\_

Send to: Vicki Ertle, Dissemination Specialist  
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